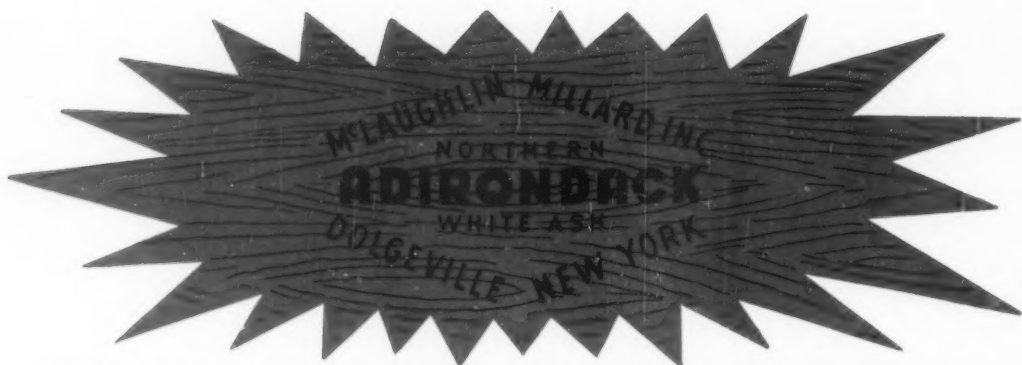


SCHOLASTIC COACH

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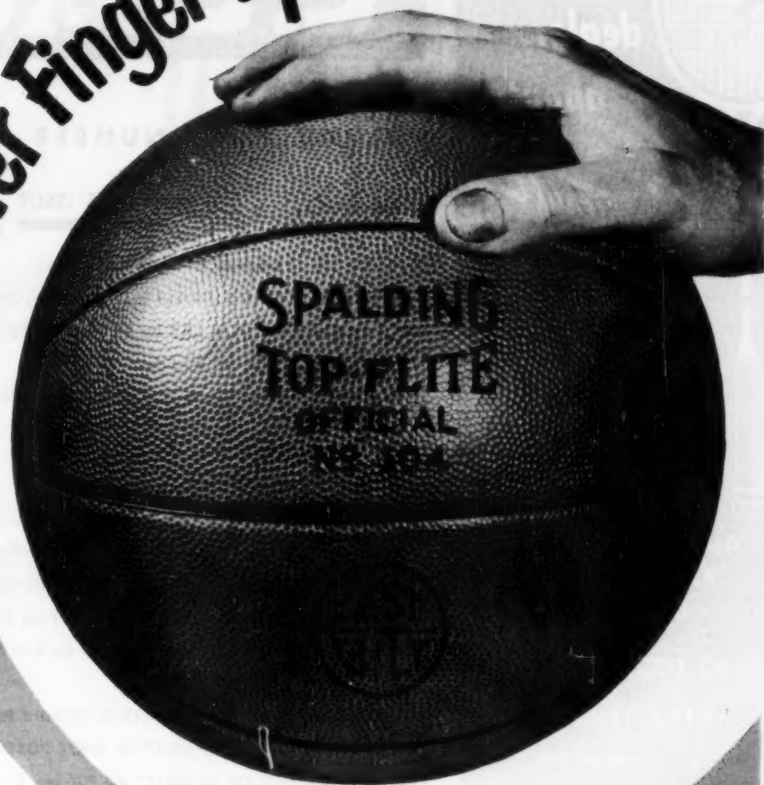


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VOLUME 20 • NUMBER 6 • FEBRUARY

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Cover Photo: "The Last Lap", taken by James Lambakis, of Joliet (Ill.) Township H.S., second prize winner in contest conducted by the Eastman Kodak Co.

Publisher • G. HERBERT McCRACKEN

Editor • HERMAN L. MASIN

Advertising Manager • OWEN REED

Layout • E. E. MIZEREK

SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 7 EAST 12TH STREET, NEW YORK 3, N. Y.

SUBSCRIPTION FOR THE UNITED STATES, \$2 A YEAR. CANADA, \$2.25. FOREIGN, \$2.50. BACK ISSUES, CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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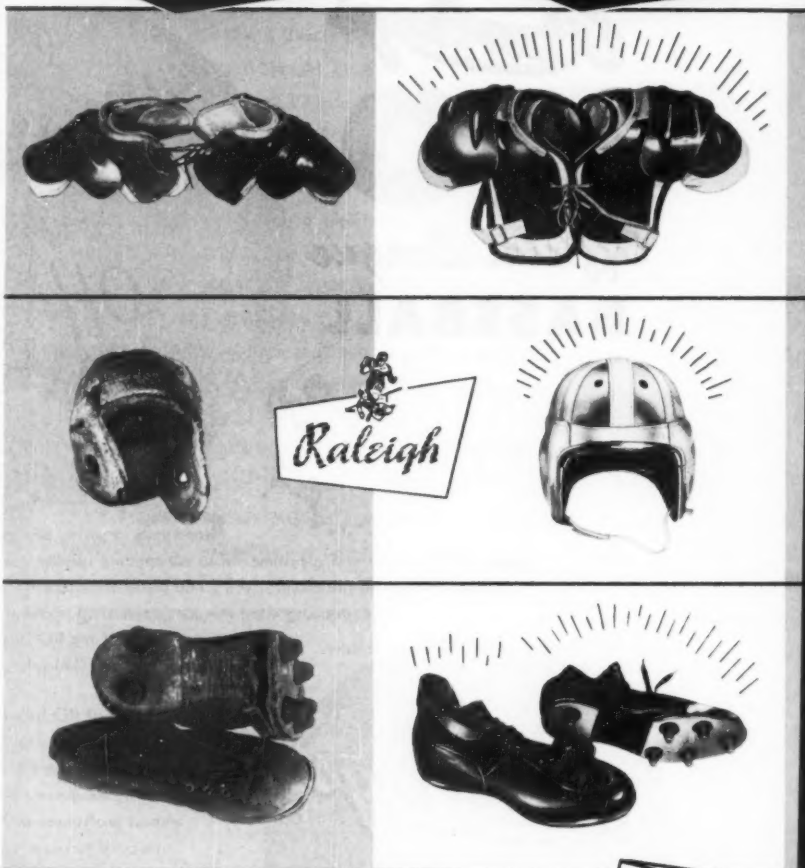
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Pollution over the hoop

COLLEGE basketball is a pretty wonderful sport, and we hate to see it polluted by scandals like the recent "fix" in New York City. That wasn't the first piece of collusion uncovered in basketball and it won't be the last—unless our college coaches mount their white steeds and gallop into action.

Too many of our coaches have been playing ostrich. They have been sitting on a nest of bribery and corruption, yet they have refused to see any evil, hear any evil, or speak any evil.

Their reluctance to face reality is understandable. Weaned as we all are on a boy scout code of sportsmanship, it is incredible to believe that a young college athlete would sell out his team for a pot of gold.

But the evidence is indisputable. We now know that at least one team "dumped" five of its games last season; and, what is even more sickening, that this loathsome form of chicanery has been going on for years.

ALL right, then, what can be done about it? First of all, let's not go off half-cocked. When the recent scandal raised its sordid head, many of our sports commentators and administrators immediately started clamoring to take the game out of the big public arenas.

Their argument appeared sensible. Aren't these arenas honey-combed with gamblers, bookmakers, and other unsavory characters? And isn't betting conducted on a lavish scale right out in the open?

The answer is yes—in spades. Despite the best efforts of the promoters to keep the gamblers out of their play pens, these shift-eyed vermin continue to infest the premises; and it seems unlikely that they ever will be totally exterminated.

But would their elimination from the actual scene solve the problem? *Emphatically not.* Gamblers don't have to work in the arenas. They can ply their revolting trade just as

easily on the outside. In fact, the real big timers and syndicates do.

Another thing: "Fixes" and "dumps" are not concocted from the *loge seats in the arenas.* They are fashioned on the outside, and that's where the boys are reached.

SUPPOSING the game were taken out of the arenas and returned to the campus: Exactly how would that stop gambling and "fixes"? It might drastically reduce the penny-ante gambling in the arenas, but the big national syndicates would go on doing business on precisely the same scale and in precisely the same manner.

And the "fixers" would go on concocting their little schemes uninterrupted. Let's face it: *Betting is not confined to the big games in the professional arenas.* It is prevalent everywhere. And, remember, *a player can be bribed just as easily in a phone booth as in an arena, and that he can toss a game just as easily in a church as in a gym.*

No, returning the game to the campus is neither a solution nor a cure. It would merely lop off a vital source of revenue to many colleges—revenue that supports their entire athletic structure—and would resurrect a 20-year-old dilemma: How to accommodate the vast basketball audience in gymnasiums seating from 800 to 1,500.

You can't turn back the clock 15 or 20 years, and stuff basketball back into its ancient showcase. The game is simply too big for it.

Mind you, we hold no brief for the professional arena. While it has played a conspicuous role in the rise of basketball, we don't believe any professional promoter is entitled to live off a college sport. However, *until all our colleges can build large enough athletic plants to accommodate their followings, these professional arenas will continue to serve a useful purpose.*

Don't misunderstand us. If returning the game to the campus

would solve the problem, we'd be all for it—and to hell with the revenue. But since it wouldn't solve anything, why retreat to a worse position?

Remember, too, that gambling is not a modern-day phenomenon. People were betting on college basketball long before it reached Madison Square Garden; and players were suspected of collusion even then (at least in the East).

There is no pat solution to the "fixing" problem. You cannot hire a commissioner with a private police force, the way some professional sports have done. There is only one weapon available—and that is through moral rearmament.

COLLEGE coaches must face up to the problem. They must double their vigilance, and, more important, intensify their teaching of basic moral principles. The fundamental fact to remember is that decent kids don't throw games.

But let's not take this decency for granted, as we have been doing. Let's work on it a lot more, especially in the big cities where the average kid is more sophisticated and where the temptation and the opportunity for malfeasance are so much greater.

Let's get the kids together on the very first day of practice and impress them with the moral principles of loyalty, honor, and honesty; and with the importance of immediately reporting any attempt at bribery. And let them also know that no amount of money can wipe out the disgrace to self, family, and school produced by collusion.

And while accentuating the moral values of sports, let's really throw the book at the scum who foul up the sport and corrupt the kids, and who bring disgrace to families and colleges. Let's stash these culprits away for long stretches in prison, where they can serve as a warning to all would-be "fixers."

(Further editorials on page 56)

A black and white photograph of four pieces of Wilson football equipment arranged vertically on the left side of the advertisement. From top to bottom: a football, a helmet, a hip pad, and a cleated shoe. The Wilson logo is visible on each item.

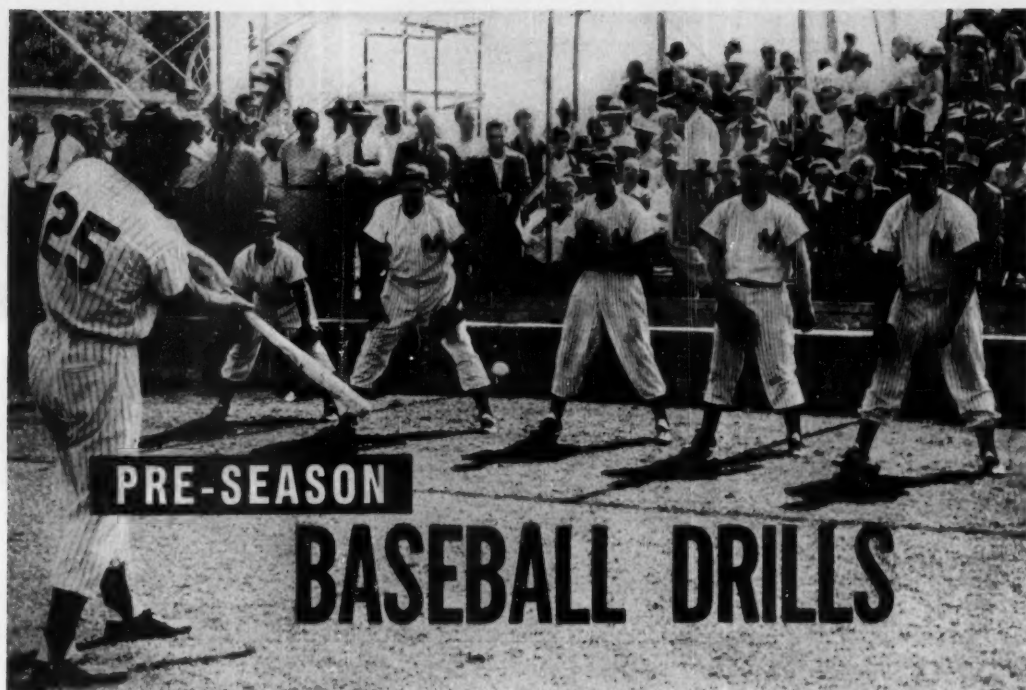
BETTER equipment for BETTER play

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PRE-SEASON

BASEBALL DRILLS

Wide World

MOST high school and college baseball coaches dream of the opportunity to take their squads south for spring training. They'd like to get out on the diamond immediately and start working on batting and fielding and pitching.

But a trip south is, of course, out of the question. The best many coaches can hope for is to get out sometime in April, even if it is with rain hats, overcoats, and overshoes.

What should these coaches do in the early spring? Although there is no substitute for playing the game, some progress can be made in a controlled situation.

We at Montclair State like to utilize all the available time from the end of basketball until the weather permits us to go outdoors.

Since we can't go South, we turn to our two small gyms. They run about 75 feet by 50 feet, and it is here that we prepare ourselves for our season, which opens the second week in April, weather permitting.

We have found that with planning and imagination, much can be accomplished during these early weeks. Some conditioning can be achieved in respect to the leg, back, shoulder, and arm muscles used in baseball.

Small "pepper games" help limber up these muscles and give the play-

ers the "old feel" of the ball. We use regular size, hard-rubber baseballs for such indoor play. In a gym of our size we can easily conduct five or six pepper games at one time, thus accommodating 30 to 40 boys.

Since much of the success of a team lies in its strength down the middle, it is advisable to start with this group. Pitchers and catchers are tops on the list, and along with pre-season conditioning many skills can be taught to them indoors.

Proper balance, stride, and follow-through are vital rudiments, and much time should be apportioned to the observation and correction of pitching motions. We particularly like to polish up the pitching stance with men on base. Each day our pitchers are encouraged to practice throwing to the various bases.

For this exercise we use our catcher as the first, second, or third baseman, depending upon which base we desire the pitcher to throw to. The pitcher, by merely shifting the position of his feet, can make the catcher the desired baseman. We can work five or six pitchers across the gym this way.

This drill enables us to observe and correct defects in this fundamental. The stance and movements soon become natural and help give our pitchers the confidence they will

By **WILLIAM P. DIOGUARDI**

Montclair St. Teachers College

need with men on base. Thanks to these drills, our pitchers are usually able to keep the runners close to the bases and thus reduce the number of potential base-stealers.

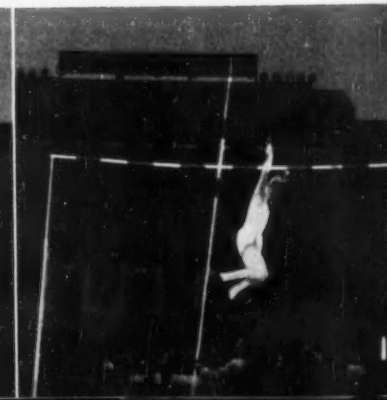
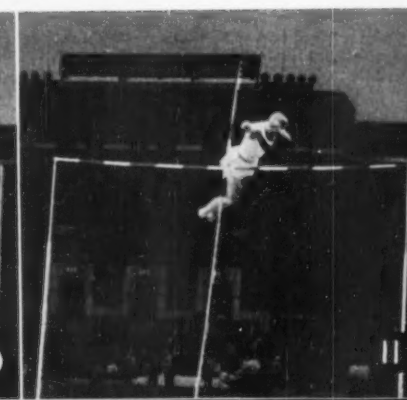
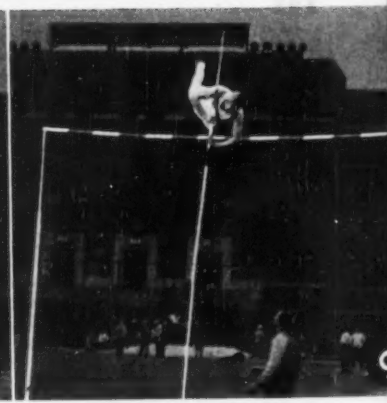
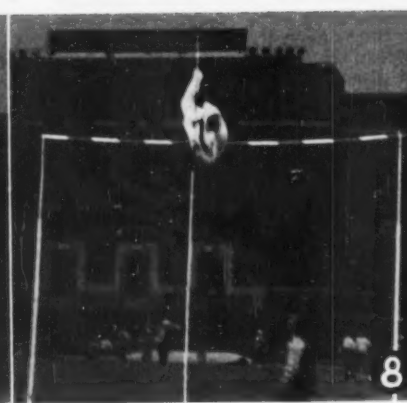
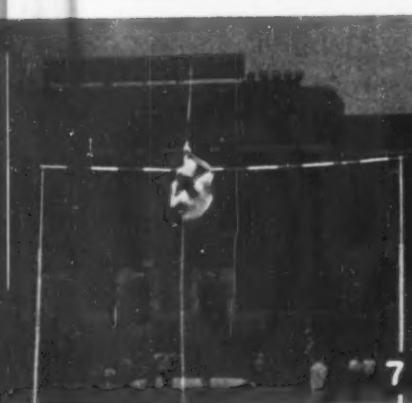
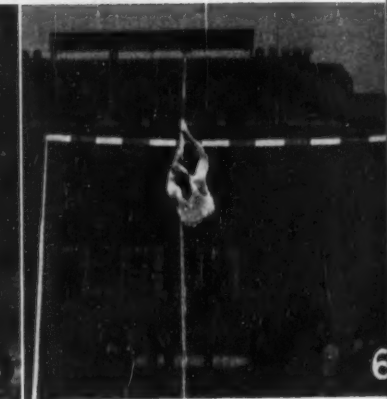
Another little drill we find beneficial for pitchers is fielding of bunts and throwing to bases. We set-up an infield and have the pitcher throw to the catcher. The catcher, upon receiving the ball, rolls the ball to simulate a bunt, and the pitcher fields it and throws to one of the bases.

This exercise can be modified according to the size of your gym and the number of players available. We like to use all our infielders and some base-runners. In this way more boys can be worked into the practice and actual play situations can be set up.

Another exercise for pitchers requires a first baseman and a catcher. All of the pitchers line up in a position approximating the mound. The catcher takes his position behind the plate, and the first baseman plays wide of the bag.

The pitcher throws to the catcher who, in turn, bounces the ball to the first baseman. The latter fields the

(Continued on page 52)



ONE reads a great deal about the athletes who achieve greatness because of their coaches. We don't hear so much about the athletes who succeed despite their coaches.

Coaches should be grateful to athletes, especially those who live up to the maximum of their potentialities. There is no greater satisfaction in coaching.

Don Laz is 6'2" tall, 21 years old, and weighs between 174-178 pounds. Although well muscled with fairly large bones, he is not exceptionally strong. He can only chin 13 times.

He runs the 100 in about 10.2, high jumps 6 feet regularly, and has broad jumped 23-8. He could improve on either of these latter per-

formances should he desire to do so.

Don is also a footballer—a punting specialist. During his first three years of college football, he was surrounded by such great kickers as Eddelman and thus spent most of his time on the bench. In 1950, however, he did all the Illinois punting and ranked as one of the top half dozen kickers in the conference.

By nature, Don is an artist and architectural major. He worked as an apprentice architect during the 1950 season, rather than try out for an AAU trip to Europe. He is a good student, high strung, and sensitive. He combines those characteristics of intelligence and athletic ability that make the coach's job easy.

During the meets, he likes to run around the field and stir up his team-

By RICHARD V. GANSEN

Field Coach, U. of Illinois

mates (he is the 1951 team captain). In practice, he likes to play around with the high jump and get involved in informal races with the non-vaulting team members.

Don's body-building work is very informal. He comes from football fairly well conditioned but rather over-nourished. Thus his early season work involves a lot of running in a rubberized sweat suit. He also does a considerable amount of strenuous calisthenic exercises, principally sit-ups, leg lifts, flexibility, push-ups, and a moderate amount of chinning.

He does very little heavy arm work on the rope, and often leaves this out of his program entirely. He tries to preserve his muscle "snap" by underworking just a bit. All of his calisthenics are carried out with speed.

A short rope is kept hanging near the vaulting pit, and it is on this that Laz works out the body and leg action to be used in the vault itself. This is often used during the course of a workout.

When in condition, Don does not vault more than once a week, but in early season he vaults 12-15 times maximum on Mondays, Tuesdays, and Thursdays. Between the Ohio State meet in early May last year and the Pacific Coast Big Ten Meet, he did not practice at all, due to a sore thigh muscle resulting from a hard fall while trying 15'+. But he did continue his calisthenic work and jogging.

This long lay-off disturbed Don's timing on several occasions, but after a few warm-up jumps, he was able to go 14'+ without any particular trouble.

At Aurora High School, Don was an outstanding football back, captain of the basketball team, and managed to vault 12' 3" twice. During his freshman year at Illinois, he cleared 13' at the Central AAU and the Junior National AAU Mets, plus a couple of times in practice.

In December of 1948, when Laz made his first attempt for height, he could not clear 12-6 decently. It was obvious that if he expected to place in conference competition in 1949, he would have to be given drastic training in vaulting fundamentals. The following discussion of what was done in Don's case may be of value to others.

At the outset, it was immediately recognized that Laz could not attain any consistency on his approach run.

(Continued on page 60)

A Form Study of Don Laz

THE WORLD'S SECOND 15' VAULTER

The accompanying pictures show Laz clearing 13' at the 1950 N.C.A.A. Meet.

No. 1: Laz is already beginning to drop pole toward the box.

No. 2: With the entire attention focused on the box, the pole tip is now only a foot from the box. Note particularly the squaring away of the shoulders to the direction of the run.

No. 3: Though the pole is already seated, Laz has yet to run in under the pole. Many vaulters get too close to the box and thus have no time to swing the free leg and spring.

No. 4: With the arms bent to an angle of 90-100°, Laz prepares to spring forward-upward; the weight is directly over the left leg and the pole splits the right shoulder.

No. 5: Note the powerful forward drive of the right leg (the motion is natural to Laz because of his football punting background). The action is led by the right knee, and not the foot, as is often the case. Note again the position of the vaulter's head and focus of attention.

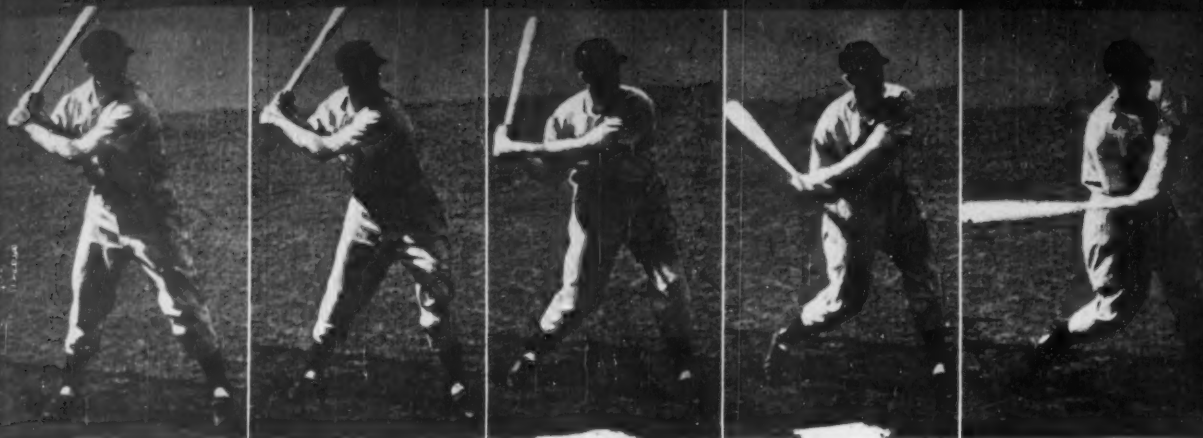
No. 6: Laz stays on his back, looking upward, as the swing-up begins. Too many vaulters start their turn here and throw out their legs. Note that all of Laz's body above the hips is rocked back behind the pole in order

to hold the center of weight over the pole base to keep the pole moving.

No. 7: Laz is still looking upward while bringing his feet in towards his chest preparatory to scissoring in the turn. He does this (scissoring) by brecking at the hips and knees.

Nos. 8-11: The right leg flies high above the bar as Laz makes a very rapid turn while at the same time turning back towards his pole and keeping his weight as near to it as possible. His heel must be at least 15 ft. in the air in this picture. The turn, push-up and release are now one blended motion arising out of the swinging pull-up. As can be readily seen, Laz exerts practically no noticeable effort to lift himself above the bar. His hands are much too far apart, his usual spacing being from 1 to 2 inches. Attention is called to the fact that Laz has not broken at the waist over the bar and that all his work was completed before his hips fell to a level even with the bar. This would be more noticeable at a greater height, since Laz here is holding quite high for this low height.

No. 12: Laz throws his arm back away from the bar. We favor a turn that puts the right shoulder towards the bar after the clearance. Meadows always felt that a man could react fastest in this position.



The Swing in Batting

By **ETHAN ALLEN**, Baseball Coach, Yale University

WHEN a baseball coach makes his first call for practice, many more candidates report than possibly can be carried. It is necessary, therefore, to determine their ability quickly and accurately.

The quickest way to assay their hitting ability is, of course, through batting practice. Generally speaking, if they do not have a good swing, the chances are they will not become good hitters.

This does not mean that they cannot qualify for the squad. They may be outstanding defensive players. But insofar as batting is concerned, they are not likely to help the team.

Actually there are three types of swingers. On one extreme is the player who is always trying to knock the ball over the outfielders' heads. On the other extreme is the batter who more or less attempts to just meet the ball and punch it over the infield. In between these extremes is the player who takes a free, moderate swing.

Because of the premium on home runs, the extra hard swinger has predominated in recent years. I'm speaking now of professional baseball. In amateur ball, the trend has been toward a deemphasis of the swing.

However, there's a time and a place for both types of swings. The essential thing to remember is that the swing is of prime importance. The player must make a bona fide effort to sock the ball. You have to

swing that bat; hits are not made any other way.

Angle of the Swing. In any discussion of batting, the angle of the swing must be given careful consideration. Most articles stress a level swing, but the emphasis should be on a down swing.

The majority of batters hit more flies than ground balls, which proves they are using an up swing. Since the tendency is to lift rather than hit down, the player who tries to employ a level swing is also likely to hit balls into the air. Another point to remember is that few balls can be hit with the bat parallel to the ground.

The premium is on a sharply hit ball rather than a long fly. Therefore, if the bat is angled down, the chances for hits increase. Extra base hits will take care of themselves, and even with a down swing a player with power will find a fair percentage of balls getting by the outfielders or even going over their heads.

It is obvious that with a down swing, the shoulders must be kept more level than in the up-swing style. This can be demonstrated by the styles of Joe DiMaggio and Ted Williams. Joe hits with the shoulders level, whereas Ted dips his front shoulder.

This typifies the two hitters—DiMaggio swinging for line drives and Williams for distance. But when you remember that DiMag' hits approxi-

mately the same number of home runs as Williams, you have ample proof of the assertion that power also results from a down swing.

This is logical enough because even though every player is always trying to meet the ball dead center, the bat frequently undercuts or overcuts the ball.

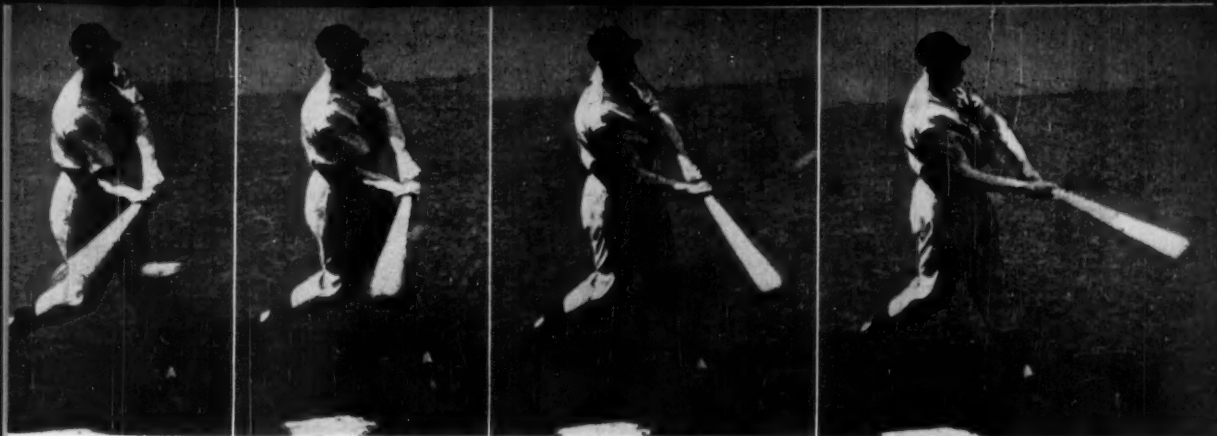
Timing. Assuming that the player possesses a satisfactory swing, there still remains a problem. The big obstacle now is timing. This may be defined as the coordination of the stride and swing in relation to the ability and cunning of the pitcher.

Many batters who seem to have all the mechanics down pat under practice conditions, apparently disintegrate in a game. What can be done to overcome this?

Frankly, not too much, because once a game gets under way the mechanics of batting become involved with the thinking processes. Some players become so tense that they lose all semblance of looseness. This is an individual problem and the coach can do little but exhort the boy to relax.

Patience without a doubt is the greatest single factor in batting, assuming the player has the determination and ability to bat. Most boys swing too soon, consequently they step too early.

They are classified as "pull hitters," and in this category are most of the players who can hit the greatest distance. The fact that they pull



the ball nearly all the time means that they stride too early most of the time. This is an advantage against fast ball pitching, but it becomes a weakness against slow balls and curves.

A natural hitter withholds the start of his weight shift from the back to the stepping foot, until the pitcher is about to release the ball. Most players accomplish this by a slight pivot to the rear, followed by a low controlled stride toward the mound.

Hence they are not at the mercy of any pitcher, regardless of the amount of stuff on the ball. They may be occasionally fooled, of course, but not nearly as often as the weaker, over-anxious hitters.

Position in the batter's box has some bearing on weight control, inasmuch as a moderate leg spread provides a wide distribution of weight. This means the stride can be delayed.

A proper planting of the feet can also help. In this case, a position facing the plate with the feet slightly toed out is recommended over a facing more toward the pitcher. All of these points have little significance, however, unless the player is patient.

Most good hitters hold the bat away from the body in a high, comfortable position, then turn the hips and shoulders a trifle prior to swinging into the ball. If this is smoothly synchronized and followed by a low, gradual short stride, a batter can uncoil with full power when he swings.

Bob Coleman, former manager of the Boston Braves, once said that of all the young players he managed in the minor leagues, only those who could pull a ball became good hitters. There is undoubtedly a lot of truth in that statement. Nevertheless, the majority of good hitters are those who can hit to all fields.

Perhaps advancement to the major leagues, where the pitching is faster, has had something to do with

the change. On the other hand, there is evidence that some players who were originally "pull hitters" have learned to become "straight-away hitters."

These players not only analyzed their problems of weight control, but did something about it. Apparently they were always mechanically good batters, and by coordinating their thinking with their ability to swing a bat, they learned to hit balls to all fields and consequently became better batters.

Many of these players became adept at scattering their hits by aiming through the pitcher's box. In this way, it became natural for them to hit outside pitches to the opposite field, and slow balls and curves thus became less of a problem since a later transfer of weight was employed.

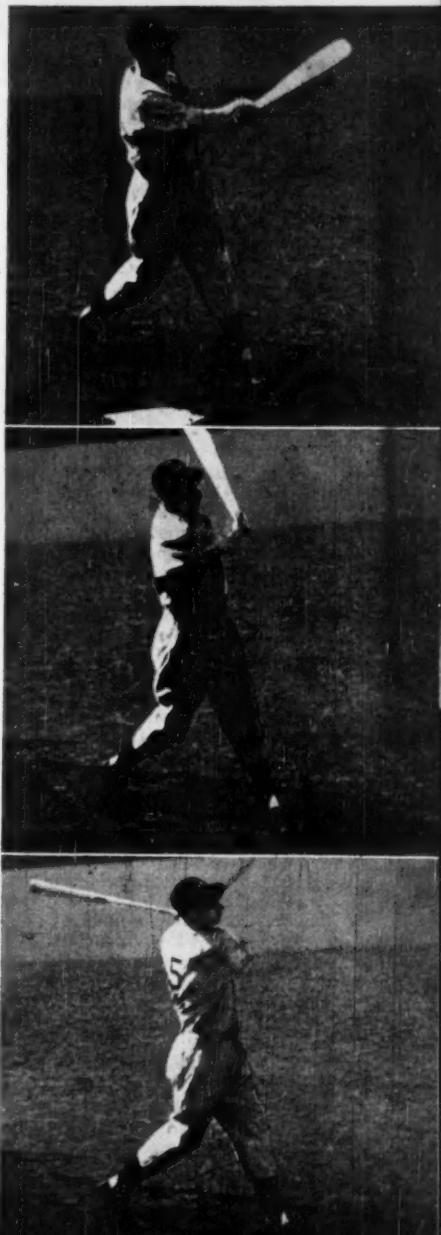
Joe DiMaggio Swing

Though he hits for distance, the Yankee Clipper is basically a line-drive hitter. His stance clearly indicates this. He keeps his shoulders perfectly level and tries to meet the ball with a level, rather than an up, swing.

Look at the first picture. Note how in addition to keeping his shoulders on a flat plane, DiMaggio assumes a wide stance with his weight slightly back on his rear foot. The bat is kept back and away from the body, allowing freedom on the swing.

DiMag' meets the ball by sliding his front foot a bit forward, toeing out. The opening of the toe permits a free hip action. DiMag' does not take much of a stride because it isn't necessary—thanks to the width of his stance. He derives his power from a terrific shoulder-arm-wrist action.

Note how he comes into the ball with the full power of his upper body. The bat is level and DiMag' meets the ball (second picture above) in perfect fashion—with the "meat" part of his bat just out in front of the plate. The ball is hit off a straight left leg, with the back foot perched on its toe.



AMERICAN vs. EUROPEAN Distance Training Methods

THE European methods of training distance runners have aroused a great deal of interest in recent years. The Swedish system, called "Fartlek," or "speed-play," seems to have attracted the most attention, and much has been written on it.

More important, however, is the fact that many high school and college distance runners are turning to Fartlek without having properly investigated it.

No one denies that this European method of training possesses many desirable features. But it is not designed for the particular problems our youngsters are called upon to face.

Fartlek is not, as Corder Nelson of *Track and Field News*, claims, "an entirely different method of training distance runners, which makes our methods as outdated as the standing sprint start."

The situation was recently brought to a head when Gosta Holmer, the Swedish Olympic coach, revealed his methods of training the Swedish distance runners. Upon learning that the Europeans train a bit differently than Americans, we immediately jumped to the conclusion that that was the answer to their domination in the distance events.

A little investigation, however, indicates that there are factors other than training methods which account for European supremacy. It appears that age, national emphasis on distance running, meet programs, and even climatic conditions furnish better clues to their success.

It is a well-known fact that the Europeans reach their peak from four to ten years after our boys have stopped running. For instance, Zatopek is 28 years old, Hansenne is 34, and Reiff is 32.

This is unquestionably due to the great national emphasis placed on the distance runs. In Europe the national hero might well be the 5,000 or 10,000 meter champion. These are very popular races.

In America, on the other hand, the 5,000 and 10,000 meter runs aren't even found on most programs. Our emphasis is on the sprints and the middle distances, with the most popular long distance run being only two miles.

Fred Wilt believes that weather plays an important role in European distance domination. He claims that in America the big meets are run at an excessively hot time of the year, which does not lend itself to peak performance. As proof, he points to the fine times made by Americans in the cooler Scandinavian countries.

At any rate, since each continent has its own problems, it is only natural that each should employ a different method of training.

SCANDINAVIAN PROGRAM

Before continuing, let's take a look at a typical program for a Scandinavian distance runner. Like our American methods, it is rather flexible depending upon the individual. But the following is pretty close to what we understand is meant by Fartlek.

The Europeans generally train five days a week in the woods or on some other soft surface. They usually work out twice a day, from one to two hours at a time, and always attempt to leave practice in a "stimulated" rather than a tired condition.

It also appears that they do very little work on the track, except for easy pace work, and their reason for this is to prevent boredom and the development of hard muscles.

A typical workout might look like this:

1. Warm up with easy running for about 10 minutes.
2. About $\frac{3}{4}$ to $1\frac{1}{4}$ miles of steady hard speed.
3. Walk about 5 minutes.
4. Wind sprints of about 50 yards until you become a little tired.
5. Easy running with a few quick steps now and then.

6. Full speed up a hill for about 200 yards.

7. About 300 or 400 yards at $\frac{3}{4}$ speed—repeat if you feel fresh.

8. A lap or so on the track if you feel fresh.

It is interesting to note the great amount of speed work, or "speed-play," as they call it, in their program. Their lack of supervision is also of interest, as both points indicate a fundamental difference in coaching theory.

Contrasting the Swedes' "speed-play" on the cross-country course with our speed work on a board or cinder track, it should be evident that we place much more emphasis on real speed. It just isn't possible, by our standards, to cover ground as fast on grass as on boards or cinders.

The Swedes also place much less importance on supervision of the actual workout. This undoubtedly is due to the fact that their leading athletes are older and more experienced. When they refer to "hard running," for instance they assume the athlete knows what it is to draw himself out.

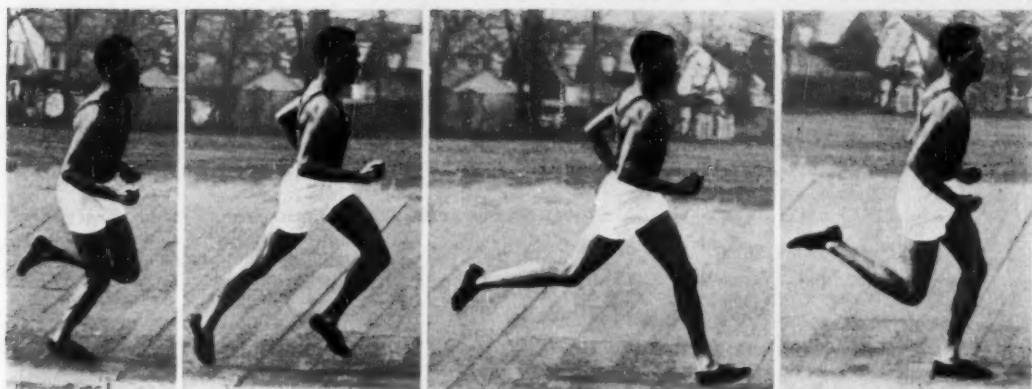
Applied to youngsters with very little experience, as is the case in America, this lack of supervision does not seem practical.

While the Swedes train away from the track, Americans usually spend four or five days per week on the track, working a great deal at fixed distances both over and under the individual's meet distance.

While the Europeans train for a specific period of time, we tend to train at specific distances. We are not concerned with working over soft surfaces and we do a good amount of work that does not always leave a boy fresh at the end of practice.

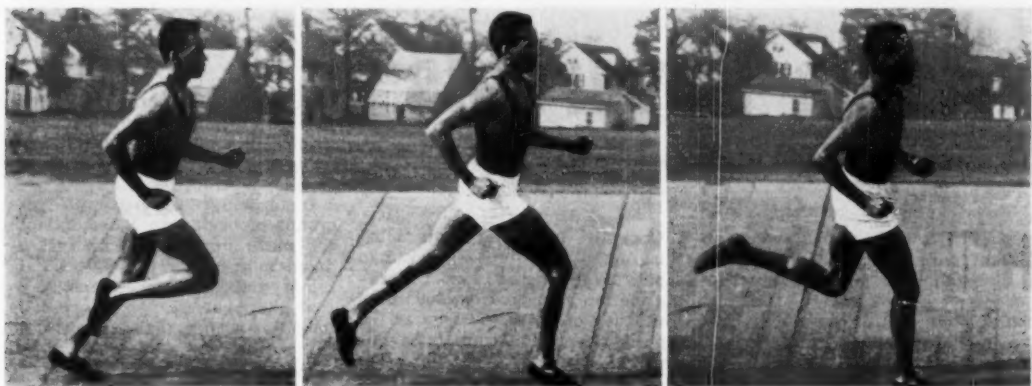
Our approach to the work involved in developing distance runners appears, then, to be the basic difference in the two systems.

The Swedes, for instance, are not likely to draw a man out at any
(Continued on page 58)



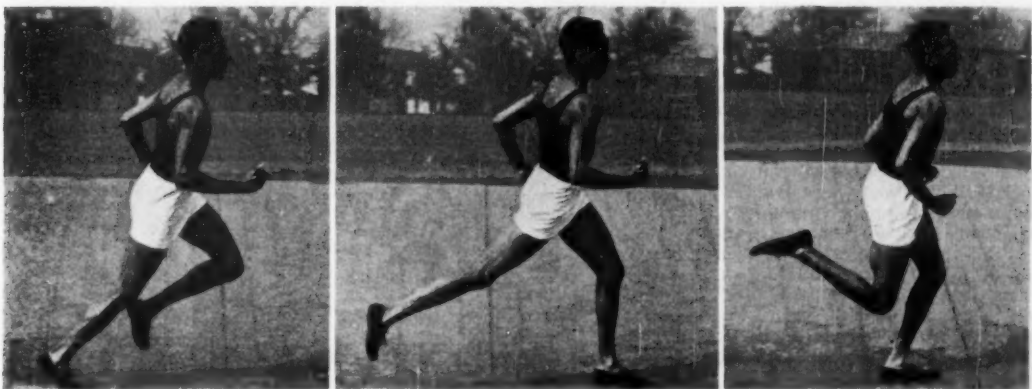
PHIL THIGPEN, Seton Hall's I.C.4-A. half-mile champion, is one of the fastest and foxiest middle-distance runners in the world. A master of pace and tactics, he has done better than 1:53 for the half and faster than 2:12 for the 1,000. He runs easily and effortlessly, with a smooth,

bouncy stride and beautiful body carriage. Note his fine body lean, elevated chest, and relaxed but restricted shoulder carriage. The apparently low carriage of his arms is deliberate. It is taught and encouraged by his coach, John A. Gibson, for all except distance events. Also note



that Thigpen effects a ball-heel landing, coming down on the ball of the foot and letting down on the heel. His knee-lift is less pronounced than in sprinting, and the extension of the driving leg is less forceful. Judging by the appearance of his hands, Thigpen clenches them more than the

average middle-distance runner. Most men cup rather than clench the hands to promote forearm relaxation. However, since there doesn't appear to be any tension in Thigpen's hands, it may be assumed that he folds rather than clenches his fingers. He breathes through the nose and mouth.





Spinning Drill
Top man completely circles bottom man.

EXCLUSIVE SCHOLASTIC COACH PHOTOS

Special hints for top man:

1. Stay on toes, never let knees touch the mat.
2. Remember the imaginary spike on which you're spinning.
3. Always keep the back parallel to mat surface.
4. Change the direction of your circling often.

Special hints for bottom man:

1. Make no attempt to escape.
2. See that your knees never leave the mat.
3. Do your best to make the top man lose his balance.

I want each beginner to perfect the three basic reverses—switch, turn-in, and wing or side roll. These are the basic moves from the bottom, and until they are mastered individually and in combination, I don't want the boys to attempt other reversals.

In addition, checking and moving with these maneuvers is a definite part of my plan to improve speed and balance plus the ability to remove opportunities for the opponent to apply leverage.

In teaching these moves to large groups of beginners, I demonstrate the move first and then break it down numerically. I will now attempt to describe these moves so that the analyses can be read to wrestling groups. If the boys will do just as they are told, they will accomplish the desired results.

The Switch (Pictures 7-10):

1. *Sit-through.* Bottom man raises right knee six inches off mat, moves left hand across body until it touches right hand, then passes left leg under raised right knee and assumes sitting position. He should be parallel and close to top man, shoulder weight forward, feet far apart, toes pointing up, and knees slightly bent.

Basic Reversals

By SPRIG GARDNER, Mephram H. S., Bellmore, N. Y.

HAVING explained our type of organization in the December installment, we can proceed to our practice program. We use one combination of drills every day which, I'm convinced, aids in both starting the beginner on the right road and in sharpening the more advanced wrestlers.

I'm well aware of the fact that wrestlers become tired of repeating the same drill over and over again. But I know of no better way to learn a move.

Spinning: The boys are placed in the referee's position on the mat. The top man is told to imagine a six-inch spike in the center of his chest, then to drive this imaginary spike into the very center of the bottom man's back. This is called the spot of contact.

Now, keeping his feet wide apart, knees slightly bent but never in contact with the mat, he moves in a 360° circle completely around his opponent. (See Pictures 1-4.)

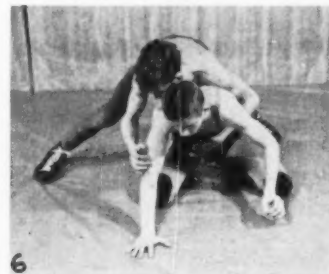
Since the top man will have a tendency to tip his hips sideways at times, the emphasis must be placed on always keeping the entire back parallel to the surface of the mat. In learning all these skills, the boy must be brought along slowly.

Once the top man begins doing this fairly well, the bottom man should be instructed to start blocking the top man's normal 360° path by raising one arm. As soon as the top man feels the contact of this arm, he must change the direction of his 360° circle. (See Pictures 5-6.)

Obviously, the strategic time for the bottom man's block is when the top man comes around his (bottom man's) head.

Next, the bottom man adds another difficulty for the top man. While the latter is circling, the bottom man rolls and ducks his shoulders in an attempt to throw the top man off balance.

Variation of Spinning Drill in which Bottom Man Raises One Arm.





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3. "Reverse (pause), ready, go." The reversal changes the position of the wrestlers, and they are now ready to repeat the drill.

Special hints:

1. Practice the sit-through first without top man.
2. When working with top man in position, do not allow him to try to stop move.

The Turn-In:

1. *Sit-through.* As in switch, keep left knee slightly flexed.
2. *Turn-In.* Bottom man's left leg holds fast. He drops to left shoulder and left side of head, whipping right leg over left leg. This returns him to knees in a semi head-to-head position under top man.

Left arm must be whipped over back of top man, and wrestler must reach for opponent's left elbow with right hand, and drive. Bottom man's right thumb should be parallel and touching right index finger. Right hand should be flexed (bent in), forming a hook.

The Turn-In (11-14)



Special hints:

1. Practice "by the numbers" as with the switch.
2. When bottom man's left leg whips over, daylight must show between his buttocks and the mat.
3. On sit-through, either clasp down with right arm or grasp top man's right wrist with right hand.

The Wing:

1. Bottom man pivots on left knee, bringing top man to right angle. He grasps top man's right wrist with his right hand.

2. Bottom man keeps left knee as near his own chest as possible. He starts wing or roll going over his right shoulder and side of head. He does not go flat on his side, and he must use his left leg to lift opponent as he takes him over.

3. To finish under control, bottom man's right leg holds fast. He passes left leg under right leg to gain top position, and retains hold on opponent's wrist as long as possible.

The Wing (15-18)



The Switch (7-10)

2. *Application of leverage.* Bottom man's right hand now brushes his right knee as he reaches over the arm the top man has put around his waist. Bottom man places palm of right hand against inside of top man's right thigh, thumb pointing up toward opponent's crotch.

3. *Reversal.* Bottom man breaks top man out of control by sliding buttocks away from latter, depressing his right shoulder. As bottom man feels opponent's shoulder girdle collapse, he pivots to top position, making sure he finishes with feet wide apart, knees off mat and slightly flexed, and his imaginary spike (spot of contact) contacting opponent's back.

Coaching procedure. First call out the three phases of the switch in the following manner: "Ready to switch by the numbers." This command brings each pair to the referee's position.

1. "Sit-through (pause), ready (pause), go."
2. "Apply leverage (pause), ready, go."

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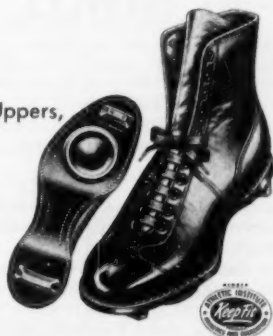
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Wide World

Indoor Track Tricks

ONE of the paradoxes of indoor track is that the fastest man often does not win. This seems to hold true on every level of competition—high school, college, and even the invitational level.

If you doubt it, merely check the results of many of the indoor races with those of the same competitors outdoors.

Some coaches feel that this phenomenon can be attributed to the fact that some runners do not have the physical make-up necessary for running the boards well. While I'm inclined to agree with this in some instances, I wonder about it in others.

There can be little doubt that a long-gaited fellow like the renowned John Woodruff would always be at a disadvantage when racing short straightaways. Just as he would begin to stretch, he would have to cut stride to round a bank.

But for every Woodruff, there are a dozen normal striding fellows who win consistently on the cinders but only place or show or become also-rans on the boards.

The more I handle schoolboy track teams, the more I am con-

vinced that in indoor racing more runners are beaten by position than by speed. I have seen strategy win many a schoolboy race that should have been won by speed.

In preparing my boys for a given race, I like to consider more than the speed of their opponents. I think it is wise to consider first, the length of the track; secondly, the racing style of our opponents; thirdly, the distance to be raced.

When you meet an opponent outdoors, you can be pretty sure that you'll be racing them on a 440-yard track. Occasionally you may be faced with the necessity of running a 220 around a turn. But your other races won't vary much. You'll find your 440 a one-lap race, your 880 a two-lap affair and your mile a four-lap struggle.

Now consider your indoor races and you'll see what I mean by a need to consider the length of the track. Your indoor boards are likely to vary from 10 laps to as many as 13 laps or even more to the mile.

The track coach doesn't live who has not cautioned his runners, "Don't try to pass on the banks." It's good advice, but remember that

By W. HAROLD O'CONNOR

Coach, Concord (Mass.) High School

the more laps to the mile the shorter the straightaways between banks. The length of the track thus becomes a racing factor. Position can become a more vital thing than speed.

One of the popular high school races indoors is the 300-yard run. It is certainly a race for the speed boys. Yet when you watch high school boys run the event, you are likely to see several different styles of racing.

Some will blast off the mark heading for the first bank with every bit of speed they possess. Their one aim is to get out in front and hang on. You'll see others content to get into second, third, or fourth place on the bank and spurt for the front as they hit the straightaway. Still others hold back a few yards off the pace and try to come with a terrific rush at the end.

Give me the boys who head for the front on a short track. They can be awfully tough to catch on short straightaways in a 300 or even a 600.

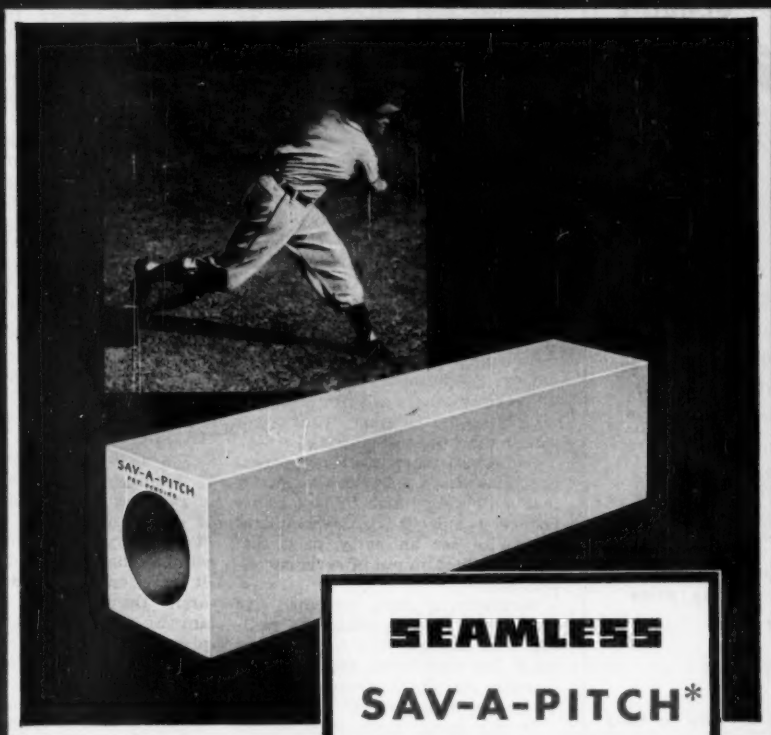
In one of our important meets last year, we were facing a fast 300 yarder who loved to hold back and finish with a blast of speed. I had one boy whom I thought could beat him under any conditions. I had two others who just didn't have the speed to match him under ordinary circumstances.

We needed more than one place in the event. For that reason, my three boys went to the starting line with explicit directions to run that race as if it consisted solely of a sprint to that first bank.

They followed directions beautifully and all three of them were in front when they rounded the bank. They hit each straightaway with a rush and held off the opponent between banks. He scrapped but we finished one, two, three. I am certain that he was a faster man than two of my boys who beat him. He was just a victim of racing strategy.

The racing tricks employed against him were these: We went all out to get the three boys in front of him at the first bank. Once the boys reached the bank, they deliberately ran a little high in their lanes.

They avoided an illegal box, but at the same time they gave him only the choice of staying back or going high and outside on the bank to pass. Then, as they hit the



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straight stretch, they were in full stride as rapidly as possible.

The trick was intended to give them an extra stride on their opponent while he was still rounding the bank, and thus make him unable to match them. By the time he could recover, they had widened the gap each time. They battled him to the next turn and repeated the tactics.

He became rattled by the jockeying and made the mistake of trying to pass on the bank. The Concord boys kept him high and came off the final bank with all they had left. He had spent himself in his efforts to pass, so they led him to the tape.

We were racing on a 10-lap armory track. Had the track been 11 or 12 laps to the mile, the strategy could have been even more effective.

Boys accustomed to running on regulation cinder tracks often become confused in racing pace when they change to the shorter circuits indoors. Because of this fact, green schoolboy runners can frequently be tricked into running your race rather than their own.

A clever runner sent to the front can slow down the pace to give a teammate with a kick-finish a better chance against a boy who might otherwise set an early pace that would leave him out of serious contention.

Similarly, a good fast man can often confuse an opponent by pulling him out too fast for his own good. The trick is old and corny but it works far oftener than you might believe in indoor races.

If your sprint races must be run without spikes or starting blocks, the trick for quick starting is to get your boys' feet well up toward the starting line so that they can get the drive from the balls of their feet. Any tendency to place the feet farther back leads to a push only from the toes and increases the danger of slipping when the gun is fired. No one needs to be told how disastrous a stride disadvantage can be in a 50-yard dash.

Another thing to stress in training for the short indoor dashes is the extra . . . you might call it the super . . . effort in the final 15 yards. In practice, make your boys try for an added burst of speed even though they think they are going their fastest at that point. The results can be very surprising.

Indoor dashes are often won by such scant margins that I am convinced that it is important to dress your sprinters in bright colored track shirts. When the runners hit that tape in a blanket finish, the flashy colored jersey has a tendency to catch the judge's eye. If he has any doubt or if you have any doubt,

notice who is picked in most of those eyelash finishes.

There are hurdling tricks to be considered also. If your hurdler is green, have him choose the outside lane on the right. Monty Wells, the former Dartmouth hurdling champion, tipped me off to this one.

Most beginners have a great temptation to turn their heads to the side to watch their opponents when they reach the barriers together. This tends to throw the boy off stride.

If he has the habit of turning right, you can save him the worry of watching a threatening opponent by getting him into the outside right lane. There will be no hurdler on his right then. If he turns left, you can solve his problem by having him select the outside left lane whenever he has a choice.

DROPPED BATONS

Even the relays run indoors must be considered in a little different light from those held on the cinders. The biggest bugaboo in relay racing is the dropped baton.

When you see a baton dropped in a race on the boards, notice how it bounces and rolls. In most cases its recovery is much more time consuming than it would be outdoors. It may end up under the track, under the pole vault runway, or in any of a dozen other unreachable places.

In high school events, the relays are often one or two lap affairs so that the dropped baton spells defeat in capital letters. With that in mind, you need to consider carefully the pass that your team uses. You need to consider, too, the matter of shifting the baton in close quarters.

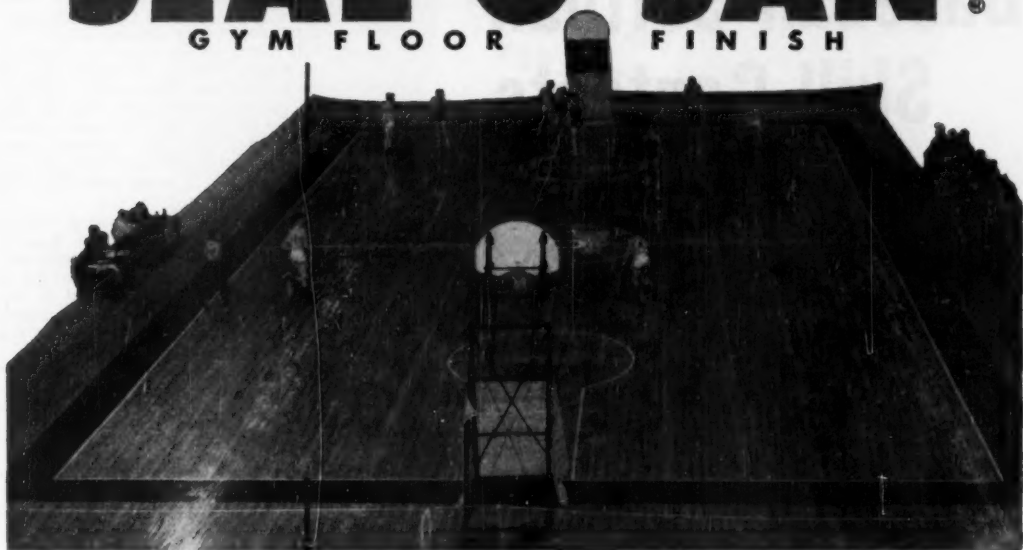
Because a dropped baton is doubly disastrous indoors, I am sold on the value of the sprint type pass in which the receiver gets the baton while holding the fingers of his receiving hand against his side. If the pass is poor, he can still save the baton by pressing it against his side long enough to get a better grip on it.

Once the receiver has the baton, he needs to notice his position in the group. If he is crowded on both sides in the receiving zone, it would be unwise to shift the baton to his passing hand until he gets clear of the pack. This will prevent his being bumped by an opponent's arm in a way that will knock the baton from his grasp. When he gets out into the clear, he can make the shift with far less danger.

All or any one of these tricks can be the key to victory in your indoor meets. In some spots, they can be literally *track magic*.

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Baseball-Softball Skill Contests

By **STERLING GEESMAN**, Ohio Wesleyan University

BASEBALL and softball are sports of moderate activity that are perfectly adapted to the physical education or athletic program during the spring months.

To motivate learning and provide opportunities for practicing and developing the basic techniques, the physical education instructor or coach may resort to any number of excellent skill contests revolving around throwing, catching, fielding, batting, and base running.

The physical education teacher may organize these contests in the form of a field day or he may use them in his classwork to measure individual ability. In both cases, they will promote interest in the sport and furnish an incentive for improvement.

The coach may employ them as practice media, since competition in game skills is much more exciting than "just practicing."

The contests may be conducted between individuals or between teams. When conducted on a team basis, they may be scored by totaling the distances of throws or hits, or by totaling the number of points, with the team scoring the greatest total being declared the winner.

Standards may be worked out to increase the interest and incentive, and the results can be easily measured by the boys themselves.

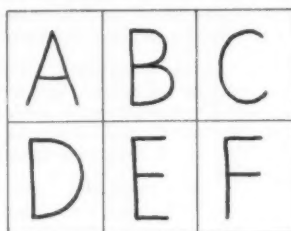
A good program of skill contests may be worked out as follows:

Pitch for Accuracy. Draw on a wall a rectangular target 18" wide and 36" high, so that the bottom edge is 20" above the ground. The target represents the strike area over home plate.

Allow each player 10 pitches from the regular pitching distance. One foot must be on or in contact with the pitching line when the ball is released. Balls striking in or on the outer edge of the target score one point. The player's score is the sum of the points made on the 10 pitches.

Throw for Accuracy. Draw on a wall a target consisting of three concentric circles 18, 36, and 54" in diameter, so that the bottom line of the outer circle is 6" above the ground. Draw a throwing line on the ground, at a distance from the target commensurate with the age and skill of the players.

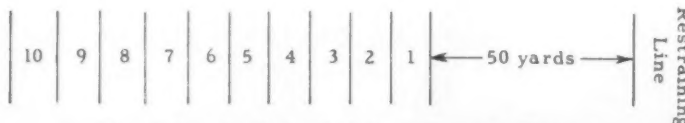
Allow each player 10 throws from the throwing line. One foot must be behind or in contact with the line when the ball is released. The circles score 3, 2, and 1 points from the center out. Throws hitting a dividing line are given the higher value of the two. The player's score is the sum of the points made on the 10 throws.



Diag. 1, Throw for Accuracy, Variation 3.

Variations:

1. Using the target as a pivot, draw a semicircle on the ground. Mark 5 points on this semicircle, equidistant from each other. Allow each player to attempt two throws from each of these points. Score the same as in the original test.



Diag. 3, Zone Set-Up for Variation of Throw for Distance.

2. Draw throwing lines on the ground 30, 40, 50, 60, and 70' from the target. Allow each player 2 throws from back of each line. The player's score is the sum of the points made on the 10 throws.

3. Draw on a wall a target 72" wide and 48" high, so that the bottom edge is 24" above the ground. Divide the target into six equal parts, as shown in Diag. 1. Draw a throwing line on the ground, the distance from the target varying according to the age and skill of the players. Allow each player 10 throws from the throwing line, with 5 throws being of the player's choosing, and 5 being prescribed by the teacher.

Throws have the following values: (a) A ball hitting sections A, B, or C scores 3 points; (b) A ball hitting sections D, E, or F scores 4 points; (c) A ball hitting the section called by the teacher gives a bonus of 2 extra points. The player's score is the sum of the points made on the 10 throws.



Diag. 2, Distance Throw for Accuracy.

Distance Throw for Accuracy. The players stand behind a restraining line in center field and attempt to throw the ball so that it will strike the ground as near home plate as possible.

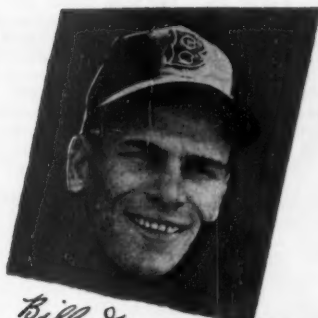
Draw a line from home plate, bisecting the base line between first and second, and another which bisects the base line between second and third. Using home plate as a pivot draw an arc, 10 feet from home plate, intersecting the first and third base lines; and another arc, 20 feet from home plate. Give a point value to these sections as indicated in Diag. 2.

Allow each player 5 throws. The player's score is the sum of the points made on the 5 throws.

The diagram shows the scoring values for throws from center field. If the throws are from left or right field, the lanes to that field would yield the 5 and 3 point values and the adjacent lanes would yield the lower scores.

Variation: Using home plate as a pivot, draw 5 concentric circles of 3, 6, 9, 12, and 15' in diameter. The circles score 5, 4, 3, 2, and 1 points from the center out. Allow each player 5 throws. The player's score is the sum of the points made on the 5 throws.

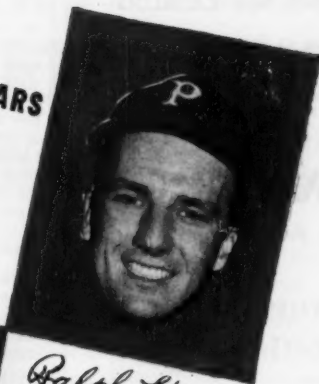
Throw for Distance. The player stands behind a restraining line and throws the ball as far as he can. The distance is measured from the re-



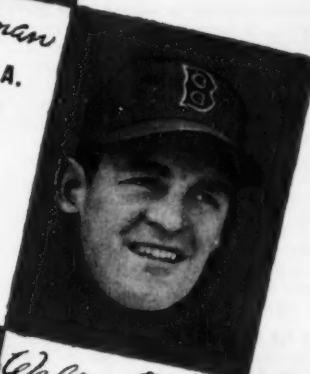
Bill Hoodman
HIGHEST B. A.
IN MAJORS



BATTING STARS
FOR 1950



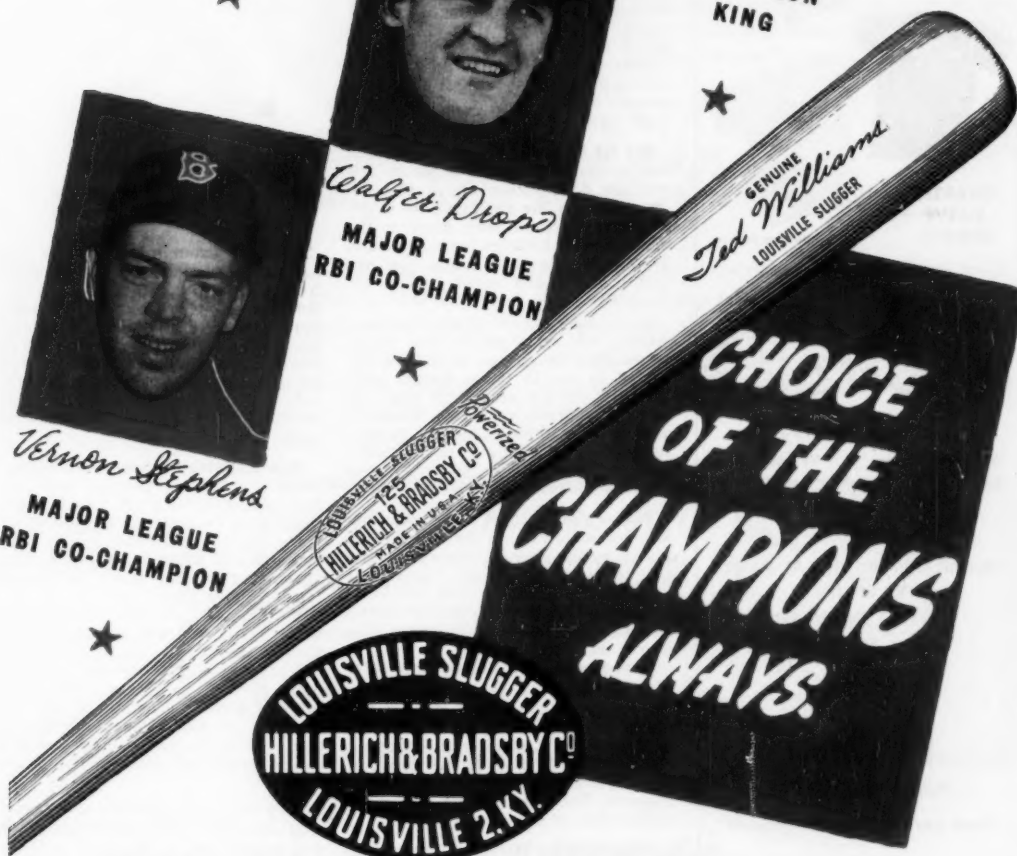
Ralph Linner
HOME RUN
KING



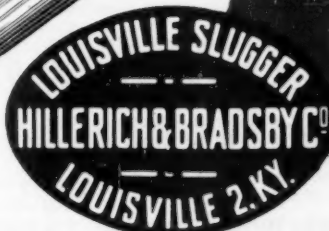
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straining line to the spot where the ball first hits the ground. Stepping on or over the restraining line counts as a foul. Each player is allowed 3 trials and is credited with his best distance.

Variation: Mark the field with 11 lines creating 10 zones, each 5 yards wide. (See Diag. 3.) The player stands behind a restraining line 50 yards from the first line and throws 5 balls as far as he can.

Points are scored according to the zone in which the ball falls: 1 point for zone one, 2 points for zone two, 3 points for zone three, etc. The player's score is the sum of the points made on the 5 throws.

Catcher's Throw to Second Base for Accuracy. A barrel open at one end, or a bushel basket, is placed on its side on second base, with the open end toward home plate. Blocks of wood should be placed under the barrel or basket to prevent it from rolling and to elevate the open end 3 or 4".

Allow each player 5 throws from home plate. One foot must be on the plate at the moment the ball is released. Each ball that goes into the barrel or basket on the fly scores 3 points; on the first bounce, 2 points; and on the second bounce, 1 point. The player's score is the sum of the points made on the 5 throws.

Bat for Distance. Mark the diamond with lines into three zones. Extend the first line from the midway point between home plate and first base to the pitcher's plate, and from there, to the midway point between home plate and third base; the second line connects first, second, and third base. (See Diag. 4.)

Allow each player 10 trials to hit a pitched ball. Only pitches that would be counted as strikes should be included in the 10 trials. Batted balls that first hit the ground in zone one score 1 point; in zone two, 2 points; and in zone three, 3 points. Missed strikes and foul balls score no points. The player's score is the sum of the points made on the 10 trials.

Throw and Catch. A player standing at home plate catches the ball thrown to him by the pitcher, then throws the ball to the first baseman, receives it back from him, and in order throws to and receives a throw from the second baseman and the third baseman. The player is thus required to catch 4 throws and make 3 throws for a total of 7 chances.

A throw is considered good if the player catching it can place both hands on the ball by stretching, still keeping one foot on the base. If the throw to the player at home is bad, the throw is repeated. The player's score is 7 minus the number of errors.

Fungo Hit for Distance. The player stands behind a restraining line, tosses the ball into the air, and bats it as far as possible. The distance is measured as in the Throw for Distance.

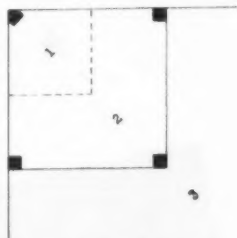
Fungo Hit for Accuracy. The player stands behind a restraining line in cen-

ter field, tosses the ball into the air, and bats it so that it will strike the ground as near home plate as possible.

Using home plate as a pivot, draw 5 concentric circles of 5, 10, 15, 20, and 25 yards in diameter. The circles score 5, 4, 3, 2, and 1 points from the center out. Allow each player 5 hits. The player's score is the sum of the points made on the 5 hits.

Catching Fly Balls. Draw a throwing line on the ground 20' from a brick wall or other smooth surface. Place a mark on the wall at a height of 15'. Place the player behind the throwing line, and at the starting signal allow him to throw the ball against the wall and catch the rebound as rapidly as he can for a period of 30 seconds.

The player's score is the number of times the ball is successfully caught on the rebound from above the 15-foot mark.



Diag. 4, Bat for Distance.

Fielding Ground Balls. Draw two parallel lines, one 6' and the other 20' from a brick wall or other smooth surface from which the ball will rebound. Place the player between these two lines and allow him to throw the ball as rapidly as he can against the wall for a period of 30 seconds so that the ball will rebound as a ground ball. Each ball that is successfully fielded scores one point.

Base Running for Speed. The runner takes a crouching position with one foot against home plate. At the starting signal, he runs the circuit of the bases, touching each base in order. The stopwatch is started on the starting signal and stopped when the runner touches home plate.

Variation: The runner stands in the batter's box and hits a pitched ball, then makes a circuit of the bases, touching each. He is required to hit only pitched balls that would be counted as strikes and run on any ball hit, fair or foul. The stopwatch is started with the crack of the bat and stopped when the runner touches home.

Coaches and physical educators who like this skill-game approach and would like to extend it to other sports, may refer to a previous article in the October 1950 *Scholastic Coach*. Entitled "A Football Field Day," it offers a sound, interesting ten-event program for the gridiron sport.

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Stop the Fast Break!



SCREENS may come and screens may go, but the fast break remains one of the most potent weapons in the game. Properly planned and executed, it offers perhaps the quickest and easiest way to pick up a basket.

Since nine out of ten teams fast break at every opportunity, the wise coach will prepare a specific defense against it. He will not leave this to chance, as some coaches do. The team that isn't equipped with a clear-cut defensive pattern against the fast break is apt to disintegrate when a real speedy opponent starts running them.

The fast break generally is the process wherein one, two, or three players move the ball down the court ahead of the defense. The simplest and most effective method is known as the **three-lane system**. Three players break down the floor, one going down the middle and the other two down the sides. They converge on the basket and the closest open man goes up for the shot.

Obviously, the success of the fast break depends on a numerical advantage. Two-on-one and three-on-two are the most common situations offering such an advantage.

The component parts of the fast break are: Getting possession of the ball, passing, dribbling, and shooting. *The key-cog, the most vital part of the fast break, is getting possession of the ball.*

Hence, to effectively prevent fast breaks, it is essential to control the ball most of the time. While it's impossible for a scoring team to keep the opponents from obtaining possession, it's relatively simple to drop back into defensive position ahead of the attacking team.

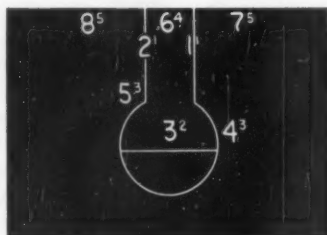
To play control basketball, a team must excel in two fundamentals—**rebounding** and **ball-handling**. The latter requires expert use of the basic fundamentals of passing, catching, and dribbling.

Arthur Trout, king of Illinois prep basketball coaches, was one of the principal speakers at the Illinois High School Coaches Association's annual basketball clinic at the U. of Illinois in 1949.

He began his talk by telling the assembled coaches that one of the

By **GEORGE L. HENDERSON**

Coach, Mansfield (Ill.) High School



Relative incidence of rebounds.

first things he does when his squad begins practice is break the boys of all the bad habits they have formed.

The worst of these habits, he said, is the tendency to try and catch the ball with one hand. This practice tends to increase the chances to fumble or bat the ball out of bounds.

Another bad habit is the unconscious act of bouncing the ball once when first catching it. This immediately deprives the boy of the right to dribble.

Mr. Trout also mentioned that he has his boys do a lot of jumping. He maintains that daily jumping practice helps increase their rebounding ability.

There are six ways a team can gain possession of the ball other than after an opposing score: (1) Jump ball, (2) pass interceptions, (3) out-of-bounds, (4) traveling and illegal dribbling, (5) violation of the three-second rule, and (6) rebounds. All of these, except the last two, are the direct result of poor ball-handling.

Statistics collected by the National Federation list the approximate average number of jump balls per game as 19, out-of-bounds as 30, and cases of traveling as 8. Aside from rebounds, a fast breaking team has about 37 chances per game to gain possession of the ball.

Effectively stopping a fast break thus means two things: Good ball-handling and excellent rebounding.

The best canasta player in the world can't win consistently unless

he gets the cards. His skill will help, but it takes the right combination of cards to make canastas.

Similarly, the best basketball player in the world can't retrieve a rebound unless he has position. The ability to jump three feet straight up won't help unless he's under the ball.

When organizing offensive and defensive strategy, a coach must keep position in mind. The accompanying diagram illustrates the eight places where the largest percentage of rebounds will fall. The subscripts indicate the probable order of importance.

Five players can't be in eight different positions. To successfully control the rebounds, a team's offense and defense should be organized so there will be players in positions 1, 2, 3, 4, and 5 immediately following each attempted shot.

From a double-pivot offense, the two pivot men can take positions 1 and 2, the center guard 3, and the guards 4 and 5.

From the single-pivot offense, the center can easily maneuver into 3, the forwards into 1 and 2, and the guards to 4 and 5.

By spotting rebounders at these positions, you are playing percentage. Now and then the ball may rebound clear of all five players and drop into the eager hands of a fast-breaking opponent. But by setting up the boys on the indicated spots, you will have a better-than-average chance at most rebounds.

When a team concentrates on offensive rebounding and a defensive player gets the ball, there is only one thing to do—smother him. Ganging-up will spoil his chances to make an accurate pass and will often produce a clean steal or a jump-ball situation.

The team that can reduce its offensive mistakes and control the rebounds has an excellent chance to stop a fast break before it can get started!

Another very vital point in defending against a fast break, is maintaining offensive balance at all times. Most coaches always keep two men back for fast-break protection.

(Concluded on page 51)

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Baseball ^{and}/_{or} Track in the Spring?

By CLIFF BOYLAN

Ath. Director, Charles City (Ia.) H. S.

THE spring sports season poses a problem to many schools. Since baseball and track overlap, should a boy be required to choose one or the other? There are arguments both pro and con—but not at Charles City.

We think both sports are so valuable that no boy should be deprived of the chance to participate in either. No boy who likes to sprint should, on that account, be deprived of a chance to play baseball; and, similarly, no boy who can hit a baseball should be forbidden to hurdle or high jump.

Baseball is one of the great fun games. And as our national professional game, it offers the greatest opportunities to the boy who wants to go into professional athletics. Learning to play the game is the inalienable right of every American boy.

At the same time, the speed, coordination, and stamina developed in track are so valuable that almost all of the larger schools which have to choose between the two sports, will select track. Most athletic authorities agree that the coordinated speed developed in track is the *sine qua non* of athletic abilities.

Branch Rickey, in an article in a national magazine, stated that of the three things his scouts look for in a prospective big leaguer, speed of foot comes first.

In basketball, every defense is plagued by the fleet-foot who is constantly fast breaking or cutting away from his man. In football, every line coach knows that the first man across the line wins, and the backfield coach knows that there is no blessing like a breakaway runner of the Buddy Young type, so

fast that once in the clear no opponent can catch him.

No track coach can make a speed merchant out of a boy with no natural speed, but any coach by constant drill can work wonders in improving a boy's speed and starting ability.

The use of this system requires a coordinated schedule of practice and competition. At Charles City, the first is obtained largely by group work.

While indoors, the squad, which includes about 50% of the boys in school, is divided into three groups.

Group one reports to the baseball coach for simple fundamentals.

Group two reports to the football or basketball coach for starts, hurdles, or jumps, depending upon the day's individual practice plan.

Group three reports to the balcony track for running and pace work.

The groups rotate at the end of every twenty minutes. At the end of the hour, all of the boys have participated in each of the three-ring practice sessions.

Upon moving outdoors, the squad is still further divided. The boys who play baseball and have little or no track interest, report directly to the baseball coach. Beyond an occasional screening tryout, they have no further track work. The other boys on the squad are divided into as many groups as there are coaches available.

At Charles City this spring, the basketball coach is handling the weight events and the hurdles; the football coach, the jumps and the freshman team; the track coach, the runners; and the physical education director is handling those who are out just for exercise, and is also helping with the baseball squad.

In all these groups, the boys who are engaging in both baseball and track are given a quick intensive track workout, and then transferred

to the squad playing baseball.

In junior high, where fewer boys have discovered that they will never be Babe Ruths, the emphasis is mostly on baseball. All of these boys play baseball every time they are out, and have track drills only on designated days. These track drills are mass drills under the direction of the senior high track coaches, in which every boy sprints, puts the shot, jumps, or engages in one of the less strenuous events.

Under this system the boys may not get quite as intensive a drill in either sport as they might elsewhere, but we have not found this to handicap them. Our star second baseman last year also broke the Mohawk Relay records in the pole vault, while our best twirler set the school record in broad jumping.

We think that most high school boys are too young to know whether they should specialize in one sport to the exclusion of another, and that they may find as they develop that their abilities are changing. Those who thought they were potential baseball stars may become better runners, and vice versa.

A notable case of the latter is Alvin Dark, the Giant shortstop, who was a track star in high school and college, but who now uses his speed to terrific advantage on the diamond.

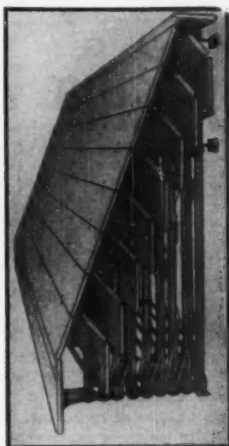
In our own case, we had two boys who starred in both sports last spring and went on to colleges in which freshmen were eligible to compete. Both found their chances of earning a letter much brighter in track than in baseball.

We think that in a school of medium size, both teams will be stronger than they would be if the strength were split, and that permitting some boys to double up will not keep others out of competition.

Here in Iowa the track program is so broad that almost an unlimited number of boys may compete. Of our boy students last spring, a little more than 25% earned some kind of track or baseball letter.

Schools which have difficulty keeping their track program alive in the face of baseball competition may find this set-up a life saver. The majority of boys, especially of junior high age, if forced to choose will turn to the more glamorous sport. If, instead, they are given a chance to do a little sprinting, hurdling, or jumping, together with their baseball, they may become just as much interested in track.

The system has worked both ways for us. Many boys who at first thought they possessed only track ability, have discovered that they also had a flair for baseball and that they liked the game.



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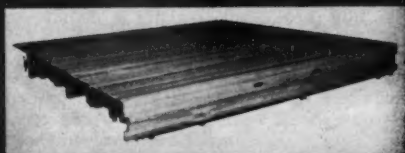


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New Approach to Broad Jumping

BELIEVING that it is important to strive for the best competing situation for any athlete in any event, the writer proposes three changes in the official rules governing the running broad jump. These proposals, if accepted, will ameliorate certain existing weaknesses and prove highly beneficial to the competitive jumper.

The first proposal concerns the present method of measuring a competitive jump. The second proposal relates to the foul rule, and the third proposal recommends a new type of standard to replace the present take-off board.

Why is it that the broad jumper is seldom given credit for all of his actual effort? The present method of measuring from the front of the take-off board prohibits the entire measurement of the jump. The athlete may be penalized anywhere from one-sixteenth of an inch to 20 inches.

The greatest jump I ever witnessed had it been measured from the actual take-off point, would have covered approximately 28 feet. This astounding leap was made by Jesse Owens at the Drake Relays in the middle 30's.

It was my good fortune to have been alongside the take-off board when this great effort was made, and I could see that Jesse took off from about nine inches behind the board. If you were to add these nine inches to the eight-inch width of the board, you would see that Jesse had actually been penalized a total of 17 inches.

What's more, the slightly soft underfooting at the take-off point accounted for the loss of additional inches. In other words, under the present rules of measuring, Owens was penalized approximately 20 inches. He was officially credited with a mark of 26-3.

It is my contention that if the broad jump is to live up to its name, then ACCURACY in striking a designated take-off point has absolutely no bearing on the event. The present rule which stipulates that "stepping



By KEN SANDBACH

Former Collegiate Hurdling Champion

over the edge of the take-off board is a foul, should be stricken out.

Since it's almost impossible for a competitor to hit the extreme scratch edge of the board, he rarely is credited for his actual leap.

The health principle is also involved. The neuromuscular effort required to hit the board with a fair degree of accuracy makes for a lack of ease in running. By forcing the athlete to employ a pre-determined length of stride, it curtails the use of maximum speed. And the slightly tense running situation thus produced may also cause injury to the leg, back, and arm muscles.

The use of a precise stride on the approach should be definitely discouraged in order to promote a real sense of running ease.

In a nut-shell: Should pin-point accuracy in hitting a take-off board be a main prerequisite in the running broad jump? Should a health principle be impaired for the sake of accuracy and the foul rule?

I believe the situation calls for a new take-off standard. To obtain the ideal take-off, it may be necessary to experiment with varying widths and different types of materials. But this can easily be accomplished with the cooperation of high school and college coaches during the regular practice season. It also represents an excellent test-and-measurement project for graduate physical education students.

In my opinion the ideal type of take-off standard should be constructed of a substance that is homogeneous in content. Its resilience, or degree of resilience, should be the prime factor in its selection. Resiliency is vital in dissipating the harmful body vibrations produced by striking the present hard, dense, unyielding type of wood board.

The ideal take-off standard should also be moisture repellent. It may be made of a synthetic resilient composition, or a soil-like resilient material, or a highly acceptable and rather soft resilient wood. The material should also be compatible to the running approach in that it should be able to register a definite imprint of the take-off foot.

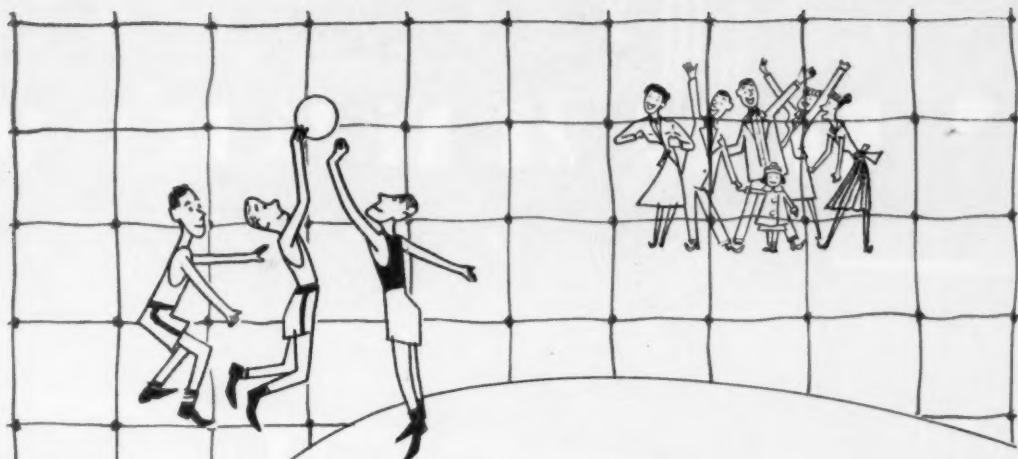
The width of the proposed standard should be approximately 20 inches instead of the present eight, thus practically eliminating the possibility of under- or over-stepping it.

When using this improved take-off standard, it would be necessary to employ an attendant equipped with a spray gun or a brush and pail, to coat the surface with a quick-drying white substance which will register a definite imprint of the foot.

The painting or patch-painting of the standard could be accomplished very quickly and with no loss of time, since it would eliminate the present, customary method of brushing off the board.

In the initial body propulsion off the present eight-inch board, many of the leg and back muscles are prone to injury. Broad jumping is

(Concluded on page 59)



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Accident Insurance in Sports

After first aid, your injured boys need financial aid; and here are the factors to weigh in installing an accident benefit plan.



IN discussing the problem of injured athletes with hundreds of coaches, athletic directors, and school administrators, we have discovered certain denominators of thought which might be of value to others involved in athletic direction.

This subject possesses several interesting facets which bear, either directly or indirectly, on the average coach's over-all direction of his team's and other athletic activities.

As a coach or athletic director, your primary responsibility is to develop and foster a virile type of young citizenship through the medium of athletics. That means strong, healthy bodies adjusted to their environment. It means good sportsmanship—win, lose or draw. It means better individual performances which, in turn, materially helps you achieve your secondary responsibility—to produce winning teams.

Any condition or influence which prevents or retards attainment of these objectives is negative and hence undesirable. Our purpose here is to indicate how sports insurance (and/or lack of such insurance) fits into your sports picture, in the light of the experience of others in your field; and to show that insurance protection, as an economic stabilizer in connection with sports injuries, is now relieving many a coach not only from the anxieties of "moral obligation" when one of his boys is hurt, but also from practically all the tedious, time-consuming detail which (with proper protection) is automatically heaved into the lap of the insurance company, where it rightfully belongs.

The knowledge alone that everything within the province of medical science is being done to restore a young athlete to his full, former prowess represents the kind of peace of mind that cannot be bought at any price.

Insurance protection in the field of scholastic sports is a relatively

new "invention." I use the word advisedly because it has taken a great deal of study and considerable creative effort to build and apply the kind of protection that constitutes a satisfactory service in this field.

It is true that limited self-insurance has been in force in a good many schools for many years. Such programs, however, have sometimes been inadequate due partly to a lack of funds, partly to inept administration, partly to a lack of knowledge of the problem.

I have talked with hundreds of men with widely varied opinions and convictions, and it has been surprising to find the large number of reasonably high officials who have little or no conception of the cost of athletic injuries.

Many of these men seem to think that interscholastic sports provide unlimited funds to defray medical expenses arising from injuries. Actually, that is the exception rather than the rule.

They also seem to believe that the coach or director can still largely depend on the good will of neighborhood doctors (without cost), whereas the facilities of most of these men are already taxed to the limit, with the result that they are unable to devote to school sports the free time that they gave in the past, even though they would like to help.

There are a number of other negative aspects which I might mention. However, you are sufficiently familiar with those factors which, in one way or another, have been a hindrance in your work. Let us rather look on the positive side of this thing, and try to come up with some ideas which (in the experience of coaches and directors that have tried them) have helped solve a number of knotty problems:

1. With adequate financial protection, there is less reluctance on

the part of parents—especially those in the lower income brackets—to permit their sons (and daughters) to participate in competitive sports. While it is true that in a great majority of such instances, the factor of safety is uppermost in parents' minds, the economic risk involved is also very real.

The fact that financial protection is available in case of accident, frequently gives a boy the one valid reason he needs to obtain parental permission to play football, for example.

Likewise, the validity of such an argument is generally judged by parents in relation to the type of insurance provided. What does it cover? How well is the family protected in case of serious injury? How reliable is the company back of the insurance?

These and other questions in a similar vein are asked and must be answered, and the coach or athletic director who has the right answers is sometimes able to add extremely valuable manpower to his varsities and various intramural sports.

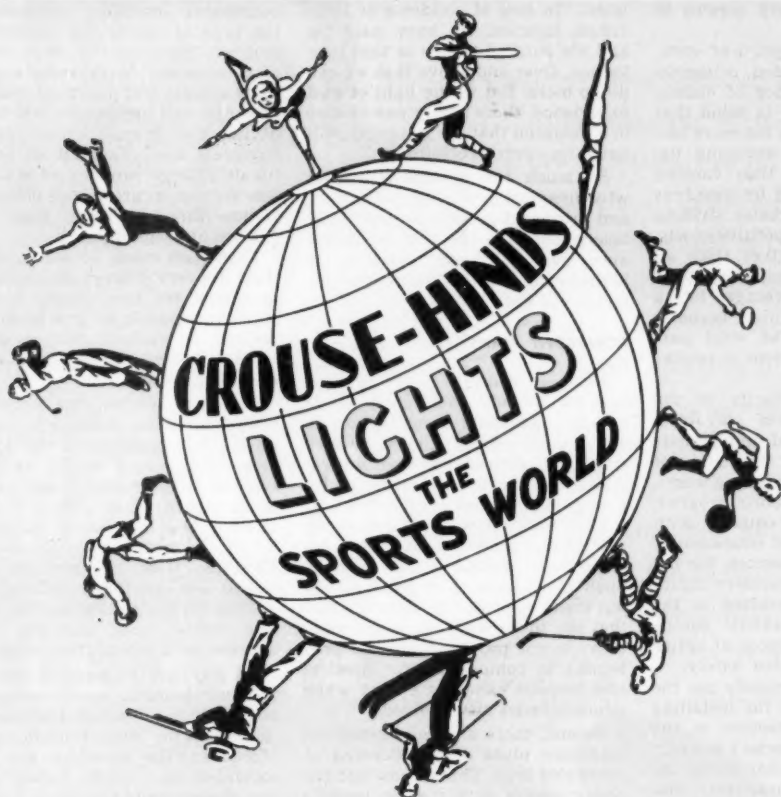
2. A policy with a good company highlights the safety factor in all sports. The insurance companies that specialize in this field have made an exhaustive study of safety—not only in general terms, but also in relation to various specific sports—and their findings are passed along to all supervisory sports personnel in an effort to decrease the incidence of injuries.

Naturally, the companies recognize that directors, coaches, and their assistants are vigilant on this score, and apply their own safety methods (insofar as facilities, equipment and time permit). However, the insurance people have the necessary manpower to study the safety factor in its broadest possible aspect.

They are able to assemble and coordinate information on a national scale, and to make this available to their policyholders. In brief,

(Concluded on page 36)

By DONALD R. MacARTHUR



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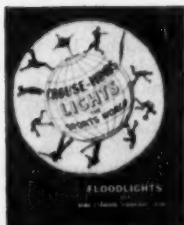
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the insurance companies provide a valuable supplementary service in safety education.

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3. Insurance protection (like all good things) costs money. Any board that votes such coverage for a school's sports activities becomes more conscious of the vital part sports play in our system of education.

This greater familiarity of the ideals and objectives involved, breeds a more tolerant understanding of your problem, which is not just that of producing winning teams, but of elevating the sports program to its proper level of equality with the scholastic phase of education.

In a number of instances, the installation of a comprehensive insurance program has resulted in the purchase of better athletic equipment for the dual purpose of better performance and added safety.

4. The last (but certainly not the least) of the reasons for installing adequate sports protection is the coach (or athletic director) himself. Yes, contrary to popular belief, he is not the tough, "heartless" disciplinarian he is sometimes pictured to be.

THE MORAL OBLIGATION

Most coaches keenly feel their responsibility toward their youthful charges. In employing the best sports talent they can find, they feel a "moral obligation" (a) to do everything in their power to protect their athletes against injury, and (b) to provide—especially in these days of high medical costs—sufficient financial protection to enable 999 out of every 1,000 parents to emerge financially unscathed when injury strikes down the family athlete.

Aside from this purely humanitarian aspect, the athletic director or coach owes himself an obligation to manage his department on the soundest possible basis. When he determines what his premium will be, he has definitely determined his medical expenses. By selecting the right kind of policy, even in the case of a transportation catastrophe, nothing can change the fact that such an emergency is provided for.

With someone besides himself to worry about the consequences in

case of mishap, he can tell his athletes: "In case of accidents or individual injuries, we have paid for and are entitled to this or that protection. Over and above that we can do no more. But in the light of past experience, there's only one chance in a thousand that the insurance will not fully cover every injury."

So much for the chief reasons why financial protection is a wise and provident procedure. Let's now briefly examine the type of insurance available, and endeavor to highspot the relative merits (or demerits) of each.

NON-PROFIT PLANS

First—in addition to the self-insurance already mentioned—there are the non-profit benefit plans in which a number of schools, or several school districts, or even several states, band together, usually under the guidance and supervision of school authorities, to underwrite protection, generally at minimum cost, with resultant low benefits. Such plans have their good points, but many coaches and directors feel that in these days of high costs, they do not provide sufficient protection to compensate for medical and hospital expenses except when minor injuries are involved.

Second, there are the commercial insurance plans of an *allocated* or *scheduled* type. This means that the policy covers only specific benefits for specific situations, such as a fixed daily fee for hospital care, fixed amounts for surgery, fixed amounts for physicians' visits, and the like. Such plans are generally more costly than non-profit plans, but usually provide broader coverage and somewhat larger benefits.

Third, there are the commercial insurance plans of the so-called "blanket" or all-inclusive coverage type. Such plans provide that all expenses for an injury must be defrayed up to a stated maximum—usually fixed at either \$250 or \$500. This type of protection in its present streamlined form permits a school or an athletic association to purchase insurance which includes all kinds of medical expenses.

The policy draws no boundaries as far as medical or hospital charges are concerned. It completely eliminates routine and red tape even to the extent (unless otherwise stipulated by state law) that the names of the athletes covered by the policy are not required. The premium is figured on estimated participation, and usually a flat premium applicable for the entire school year covers all sports.

The cost of blanket medical reimbursement insurance depends on the type of sports and number of students participating in a scheduled program. With such a plan, some schools will pay the stipulated premium and experience few losses during the year. Another school, however, may chalk up an unfortunately large number of more or less serious injuries, and collect in claims three or four times the amount of premium paid.

These two cases, of course, illustrate the very concept of insurance: to spread the risk among a great many individuals or groups so that the cost for each (regardless of individual losses) can be kept at a figure all can afford.

For this service, the insurance companies must necessarily earn a profit. This profit is, in the aggregate, surprisingly small; and this type of insurance (as well as all other types) are strictly regulated in the interest of the public by the insurance commissioners of all states. Thus, the insurance companies are constantly refining and adding to their services, for they, like every other business, must operate on a competitive basis.

As a typical example of this service-mindedness, some companies now include a blanket death benefit in policies for interscholastic sports. Moreover, the coverage has been extended to include locker room and shower room accidents, dressing and undressing.

EXTRA COVERAGES

Most important, perhaps, in this category of extended coverage, is that the sports policies now generally cover group transportation to and from out-of-town games. In addition, today's streamlined policy makes provisions for intramural sports, physical education classes, gym classes, etc., for the entire school system.

Finally, the most recent development in this particular type of sports policy, is the extension (where it is desired) of coverage to all accidents of any type, including sports, which occur on the school premises or away from the premises, provided, of course, that the accident results from a school activity.

Briefly summarized, it is now possible to secure almost any type of sports insurance protection you may desire.

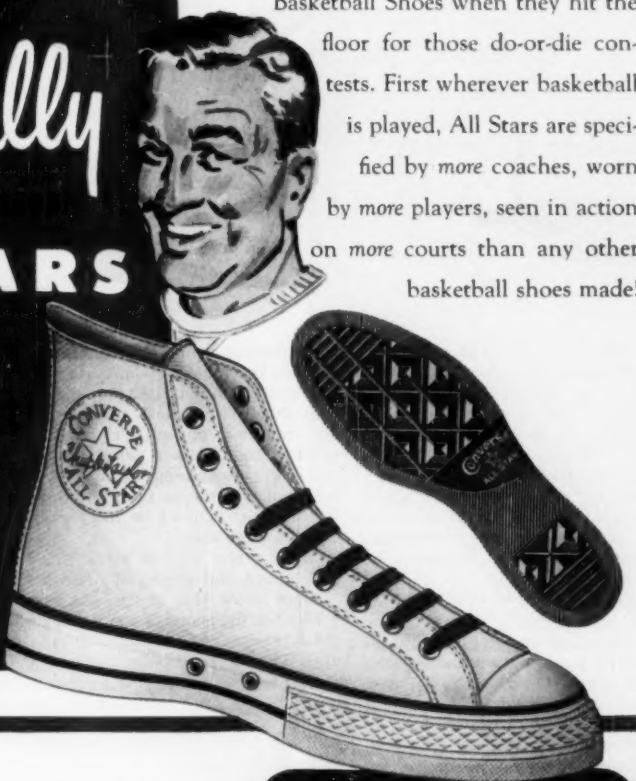
It is perhaps safe to say that in 10 or 20 years—perhaps even less—sports insurance, offering broad protection, will have become the rule rather than the exception.



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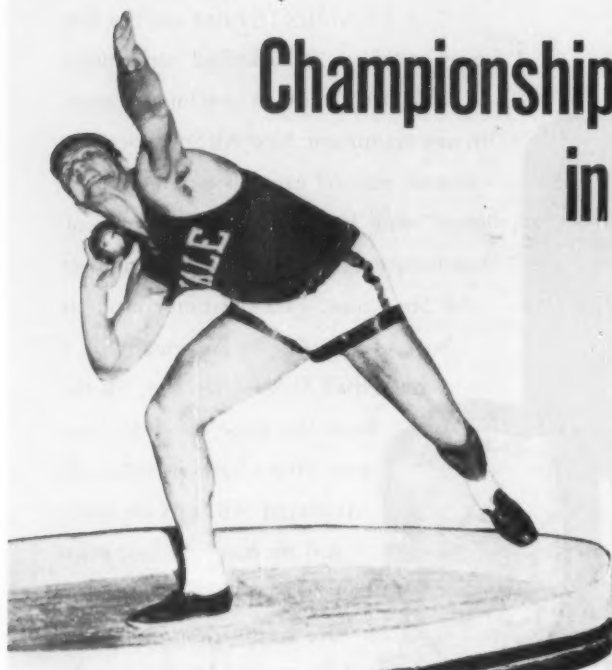
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Championship Performance in Shot Putting

By **RICHARD I. MILLER**
University of Illinois

AN analysis and evaluation of championship technique is extremely helpful to the coach and athlete. And it was with this in mind that the author undertook a survey of 19 past and present champion shot-putters.

Generally, a champion is a student of his event. Over a period of years, he is coached, competes, observes, and compares ideas with other athletes. He cannot help but gain an understanding of his event.

The author, while aware of the better technical coverage that might have been gained by soliciting the putters' respective coaches, believed that the competitor approach might give a somewhat different slant on the subject.

The results, however, turned out to be very similar to those that would have been expected from a survey of coaches. Since the champion putter is the finished product of much coaching, one would expect him to become a salesman for his coach's teaching emphases.

Several points of interest may be found in the table on page 40. One quickly notices the speed of foot possessed by champion putters. Since speed of foot correlates .86 (Westerlund and Tuttle, *R.Q.*, 3:138, 1932) with reaction time, champion putters

must possess good reaction time.

From the table, it is apparent that shot putters may be roughly divided into three categories: putters who are very fast, putters who are very strong, and putters who combine varying proportions of speed and strength. Technique is an important factor which cannot be fully evaluated in this study.

Ideally, the athlete should combine speed and strength. Champion putters show this to be the case. Fuchs has the speed of a sprinter and great strength. Fonville's greatest asset is near perfect technique.

Torrance and Blozis were fast for their body size. Lampert is very strong, and a hard worker. Thompson was fast, strong, and developed superior technique.

Apparently Delaney is a misfit in this chart because he shows neither speed nor body size. However, a further check showed that he was exceptionally strong for his size and developed excellent technique.

Since the ideal putter combines speed and strength, a study of this chart and associated information leads to this fundamental training principle for high school and college shot putters:

When the athlete possesses speed but is small, he needs off-season em-

phasis on strength work. When the athlete possesses body size but is slow, he needs emphasis on speed work.

Each athlete briefly commented upon three basic and practical questions. These opinions are given and general conclusions are listed after each of the three questions.

1. What do you believe contributed most to your success as a shot-putter?

Fuchs. Hard work on form, very good coaching, and speed.

Fonville. *Speed, *timing, form, practice habits, coaching, attitude toward practice and competition, weight, strength, and coordination.

Chandler. Weightlifting (three times a week I lift heavy weights to strengthen my arms, not for body building), and short wind sprints. I think quick little wind sprints are most important in this event. It teaches you to react fast and move those legs fast.

Blozis. Speed, interest, strength (information supplied by Blozis' coach, "Hap" Hardell).

Lampert. Good early coaching, weightlifting, very hard work, brute strength.

Thompson. Assuming the physical potential, the mental attitude is very important. The ability to discipline oneself in practice and pinpoint the concentration of nervous energy during a meet is the deciding factor.

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Hackney. Speed and good coordination across the circle, excellent form, and good coaching.

Mayer. A strong desire to compete in the event.

Delaney. Speed, form, and good coaching. I believe anybody can do well in this event if they are willing to work and build up their muscles. A good wrist snap is very important.

Davis. Good coaching, getting under the shot with the right leg bent as much as possible.

Wasser. Training rules, consistent effort and plenty of practice and hard work. Injuries were a psychological hazard my last two years of competition.

Bangert. Bag punching helped develop speed. Speed has made shot-putting a medium size man's event as well or more than a large man's event.

Watson. Speed across the circle, speed in the arm action, speed in the reverse and wrist snap.

Francis. Practice — throwing the shot many times, plus sprint running.

Williams. Practice stress on form rather than distance, speed across ring, wrist snap. In other words, coordination of all the combined skills related to putting the shot.

Bayless. Form, competition, coaching.

Ryan. Physique, coaching, motivation.

Sexton. Steady practice, good coaching.

Summarizing question No. 1, there seems to be a consensus of opinion on the necessity of speed across the circle, good technique, plenty of practice, and good coaching.

Of course, physique and strength are important prerequisites. Obviously a champion collegiate putter cannot be developed from the 150-pound individual regardless of technique and speed.

Speed in putting has become a major coaching point only recently. The emphasis on speed has produced new records in this event and shall continue to produce better marks in the future. The 60-foot mark for putters may no longer be considered the ultimate performance in this event. Nobody can accurately predict what the future will hold for shot putting.

2. What points do you believe to be the most important for the high school coach to stress in developing the putter?

Fuchs. Fundamentals regarding form (basic points of position).

Fonville. Generally speed and timing. However, since shot-putting results from the interaction of many physical and mental attributes, a coach should watch each individual and stress whatever he needs to become well-rounded before stressing speed and timing.

Chandler. Keep the boy from cocking the arm, and make sure he gets the right leg under the body at the right time.

Blazis. (1) Speed across the circle, (2) elimination of too many prelimi-

Name	School	Age	Ht.	Wt.	100-Yd. Time	Best Throw	Year
Fuchs	Yale	22	6-1 $\frac{3}{4}$	215	09.8	58-10 $\frac{1}{2}$	1950
Fonville	Michigan	20	6-2	192	10.0	58 $\frac{1}{2}$	1948
Chandler	Stanford	23	6-2 $\frac{1}{4}$	230	10.7	57-4 $\frac{1}{2}$	1950
Torrance	I. S. U.		6-4	260		57-1	1934
Lampert	N. Y. U.	20	6-4	225	10.7	56-6 $\frac{1}{2}$	1949
Blazis	Georgetown	23	6-6	240		56-4 $\frac{1}{2}$	1942
Thompson	U. S. C.	27	6 $\frac{1}{2}$	195	10.4	56-2	1948
Hackney	Kansas St.	23	6-1 $\frac{3}{4}$	195	10.1	55-11	1939
Mayer	N. Y. U.	26	6-4 $\frac{1}{2}$	240	11.0	55-5 $\frac{1}{2}$	1950
Delaney	Notre Dame	27	6-0	195	11.0	55-1 $\frac{3}{4}$	1948
Davis	Stanford	22	6-0	225		54-11 $\frac{1}{2}$	1949
Wasser	Illinois	22	6-2 $\frac{1}{2}$	215	10.6	54-8 $\frac{1}{2}$	1948
Bangert	Missouri	25	6-5	250	10.8	54-8	1948
Watson	Michigan	21	6-0	197	10.1	54-6 $\frac{1}{2}$	1939
Francis	Nebraska	21	6-1	194	10.6	54-3 $\frac{1}{2}$	1936
Williams	Xavier	21	6-2 $\frac{1}{2}$	249	11.5	53-11 $\frac{3}{4}$	1939
Bayless	U. S. C.	25	6-5	215	11.3	53-10 $\frac{1}{2}$	1949
Ryan	Columbia	22	6-2	200	10.4	53-4	1940
Sexton	N. Y. A. C.	23	6-4	230		53 $\frac{1}{2}$	1933

From the 19 athletes listed above, representing the large majority of national champions over the past 20 years, Mr. Average Champion may be computed. He is 22.9 years old, 6'2 $\frac{3}{4}$ " tall, 219 lbs. heavy, and can run the hundred in about 10.6 sec. His best throw of 55' was made in January 1944. He is 38% from the Midwest, 33% from the East, 21% from the West, and 10% from the South.

nary movements at the start, (3) relaxation, (4) proper method of holding the shot, (5) proper elevation, (6) wrist flip.

Lampert. Leg position, initial hop, development of all-around body strength through body building.

Thompson. Simplicity in technique, use of the body in most efficient way. Establish a nerve pattern by repetition so that throwing becomes a habit and any conscious thoughts can be competitive. Throw on Saturday as you have thrown on Monday, Tuesday, Wednesday, and Thursday, so throw and think in practice.

Hackney. (1) Coordination of the body while putting, (2) form, (3) speed across the circle, (4) release of the shot and follow-through.

Mayer. (1) Regular practicing, (2) build strength—exercise, weightlifting done under proper supervision, (3) work on speed — running, (4) work on one point at a time; do not confuse the athlete.

Delaney. Lots of running, concentrating on sprinting. Then I believe it is necessary to develop the back, shoulder, arm and leg muscles, remembering that speed should not be sacrificed.

Davis. (1) Delivery—use of fingers, 45° putting angle, (2) Start—leaning, quick contracting right leg muscles, shoulders down and back (no coaching here).

Wasser. Timing and speed. All-around body and arm strength is essential to develop.

Bangert. (1) Exact form and timing instead of distance, (2) speed, speed,

and more speed — running (sprints and distance), arm speed (bag punching and pushups).

Watson. (1) Sprinting, (2) calisthenics, (3) standing broad jump, (4) hard work on fundamentals.

Francis. Sprints—all strenuous calisthenics and continual practice on putting.

Williams. Practice on one particular form or style.

Bayless. Wrist and finger strength — rhythm in crossing the circle—speeding up this action when neutral pattern is set. Proper timing of the right and left leg actions.

Ryan. Balance and relaxation.

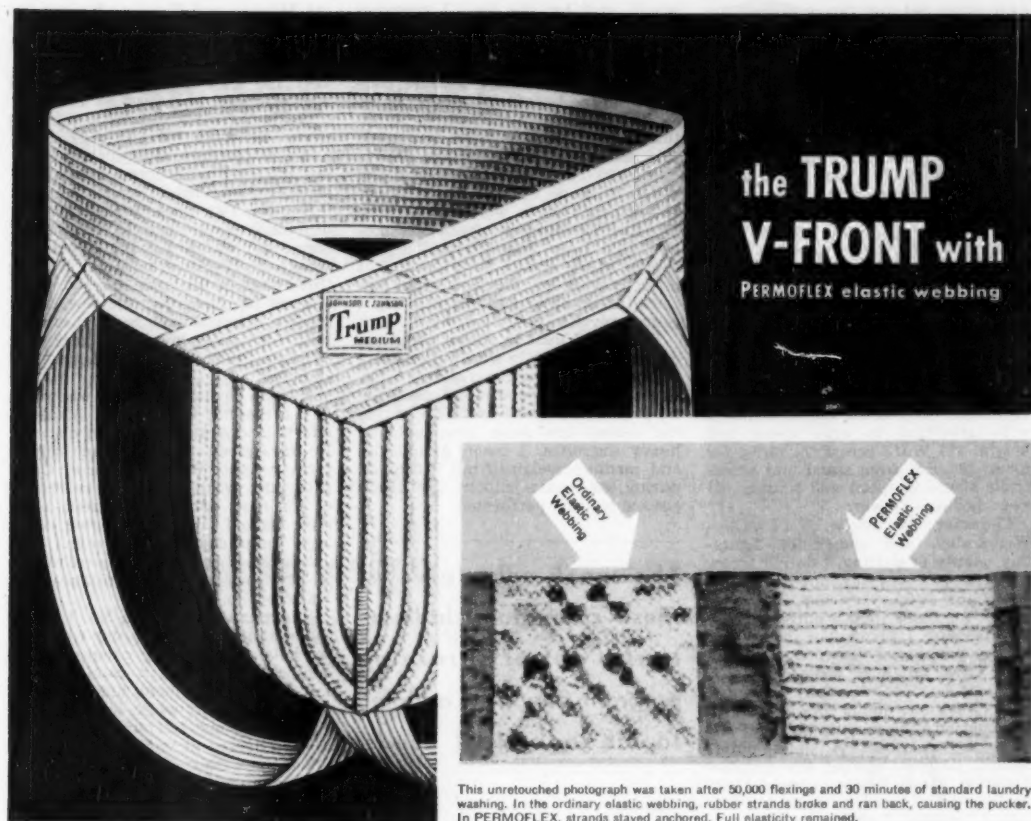
Sexton. Strength and speed in the legs, and rhythm of motion.

Summarizing question No. 2 is a difficult undertaking. Perhaps the undertow of thought recognizes the importance of teaching a mechanically correct technique which is individualized.

In general, technique should be fundamentally sound before speed is stressed. Especially at the high school level where youth has not developed noticeable strength, an off-season emphasis on strength will pay dividends.

Due to the short competitive season, the off-season (summer, fall, or winter) provides an excellent time for strength development. The short competitive season should be devoted to work on technique. The muscles should have the "snap" so necessary for good performance.

3. Very briefly, what kind of a training program did you follow? (i.e.,



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How often did you throw during the week; for distance or form, what other events did you practice?)

Fuchs. Pre-season work (about three weeks) consists of throwing six days per week, then cut down. When in good form, only work the first three days of the week; rest for two days before the meet. I always throw for distance in practice because it is the only way I can correct errors. When I ease up, I do fundamentals in a different way so cannot correct mistakes that occur when pressure is on. I also work on sprinting and the discus.

Fonville. Practice every weekday except Friday, assuming the meet is Saturday. Hardest workouts are on Tuesday and Wednesday, light speed workout on Thursday, rest on Saturday. Routine after short warmup (sprints). (1) Put the shot from stand with attention to arm speed and height, (2) Work across the circle for form, (3) Put from stand and across circle stressing speed and timing, (4) Few dashes—shower.

Chandler. Monday, Tuesday, Wednesday, and sometimes Thursday, plenty of putting. I do not throw for distance every day, but just take a few hard puts every day. I do not throw for more than a half-hour per day because I throw the discus and do my running. I do wind sprints at least three times per week.

Blotz. I ("Hap" Hardell) believe in underwork but plenty of work over a long period of time with rest intervals (two-day layoffs). A good putter should practice during the summer vacation. Stress form and speed. Generally, throw once a week for distance (around Tuesday or Wednesday, if meet is on Saturday).

Lampert. I throw five times a week, two hours a day, 60 throws all hard. I throw the discus and 36-pound weight 20 times each. I run eight 60-yard sprints. I also high jump three times a week.

Thompson. Most putters do not throw enough during a season, both as to the number of repetitions for perfecting technique and in the amount of throwing necessary to condition and develop the muscles. However, practice should be a period of throwing and thinking, not merely going through the motions. Put the shot as often and as long as your schedule permits. Heavy work develops the capacity to do even heavier work. Out of a seven-day week (meet on Saturday), throw every day except Friday with Sunday optional. Throw for distance not more than twice during the week, and throw for form every practice day.

Hackney. I would throw three or four times a week: Monday, Tuesday, Wednesday, Thursday, going for distance in each workout. I would get in the circle and start with a toss of around 20 feet, then gradually increase it until I couldn't put it any farther standing still. Then I would start across the circle, and gradually increase my distance until I started to drop down on my tosses. Then I

would quit for the day. I repeated this procedure every workout. I worked no other event.

Mayer. Up to last year I never lifted weights: Then I became convinced of the benefits of weightlifting. I lifted for about three months before this season (his best mark was made this season). (1) I work five days a week. (2) Throw 50 to 70 times daily. When in shape I never throw under 50 feet, even when working on form. (3) Exercise directly after the workout. (4) I do five to ten 50-yard sprints at the end of each workout. I used to work on the discus but because of an injury to my left leg I cannot pivot.

Delaney. I used to throw about six days a week, usually working on form, but often throwing for distance. I believe that heavy exercise during the off-season and speed exercises during the season are most beneficial. By heavy exercises, I mean gymnastics and medium weightlifting. However, during the season smooth, fast exercises should be performed.

The work schedules of these champions indicate that a putter's training program should be adapted to his individual needs.

Davis. (1) Absolutely no other events except discus. (2) Monday through Thursday, put the shot every day for form, with three or four efforts for distance. Friday, three or four easy puts before Saturday's meet. (3) About 90 puts each week. (4) Change form each week if necessary to keep in good form.

Wasser. Three days a week throwing a heavy shot (Monday, Wednesday, and Friday) during pre-season workouts. A lighter shot on Tuesday and Thursday for more speed. Threw hard every day. Even up to today I do not know if this was the best formula. Rested a day before a meet.

Bangert. (1) Lots of calisthenics. (2) Hard running, sprints, rope climbing, jumping rope. (3) Tossed approximately 40-50 puts every evening for form and tossed for distance three days before a meet. The day before a meet I did nothing. (4) Discus, hammer, 56- and 35-pound weight throws, to psychologically make the 16-pound shot feel light.

Watson. (1) Put four times per week but include about 50 throws in each workout for form. (2) I putted once a week, usually on Saturday, even if not in a regular meet, for distance. (3) I included other events—sprints, broad jump, standing shot put, and strenuous abdominal and arm exercises. (4) Obtain a 20-pound shot if possible and work with it.

Francis. Threw for form and tim-

ing Monday and Tuesday. Kicked out a few for distance on Wednesday plus a lot of running. Thursday I jogged and sprinted to work up a good sweat. Left the shot alone Thursday, and was ready for the meet on Friday.

Williams. Work out with the shot every day (not for distance). Wrist and arm exercises, short sprints, crossing the ring with form without the shot. Leg exercises stressing jumping.

Bayless. Two weeks pre-season conditioning: wind sprints, calisthenics, form and rhythm work. Next two weeks of pre-season program: putting three days for distance and two times a week for form. For the rest of the season, distance and form throwing; both four times weekly. Starts with sprints twice weekly. Some high jumping.

Ryan. I threw every day except on day preceding competition. Made no effort to separate form from distance. No days given over either entirely to form or entirely to distance. Usual procedure was to work for correction of the most damaging current error. Also trained for and competed in the high jump, discus, and javelin.

Sexton. Every day—approximately 20-30 throws, always for distance after warming-up.

Summarizing question No. 3: Since understanding is a two-way road, and truth is generally the compromise of conflicting opinions, it would be unfair to pass judgment upon whether these respective work schedules are right or wrong. Certainly they show a wide degree of variation.

The important consideration is the individual putter. Does he thrive on heavy workouts, or does too much work dull his performance? What kind of a competitive schedule does the school follow? How many and what other events call for some attention? What kind of a "mind-set" does the athlete possess? Must he be motivated or must he be "toned-down"?

All these, and many other factors, reflect the necessity of the work schedule being adapted to meet the needs of the individual putter. This perspective into individual differences is one of the important secrets of successful track coaching.

Out of the variation in the aforementioned work schedules a few things seem fairly consistent. Almost every putter does not work out on the day before the meet. This day's rest freshens and invigorates the muscles and mind.

A much disputed point is whether practice emphasis should be on distance or perfection of technique.

For the novice high school shot-putter, it is vital to build a fundamentally sound technique of putting. A house is only as good as its foundation, and a putter is only as good as his foundation of fundamentals. For the average high school putter, the strong emphasis should be on technique with some distance throws being allowed once a week.

For the outstanding college putter (as represented in this questionnaire),
(Concluded on page 59)

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PEE WEE REESE

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The Significance of Mobility

By HARVEY E. BILLIG, JR., Medical Director, Billig Clinic

OUR training programs have not paid much attention to posture as such. If we examine the factors which go into the dynamics of posture, we may better understand why posture training should receive the attention of the trainer.

The very act of standing erect is a feat of balance as intricate as a juggling stunt.

First, there is the foot with its domed arch, and upon it is balanced a thin shinbone.

Above that bone is another, heavier bone, the thigh, with a knoblike end which balances a still heavier wing-shaped bone, the pelvis.

Above the pelvis are piled 24 vertebrae, which in turn balance a large, heavy, sphere-shaped structure, the skull.

This whole structure not only stands, but bends, sways, walks, and runs. The mere act of standing involves the balancing of differently shaped parts consisting of the skeletal structure and its attachments.

When we use the word balance, the concept of movement is immediately introduced. Balance means shifting. The juggler shifts constantly to keep his objects in line. Shifting is movement, movement means mobility; in other words, the capacity to move.

To hold the balance between parts of differing contours, sizes, and weights, constant shifting is required. In view of this fact, we should examine the quality of mobility. What structures are involved? What affects mobility? What can be included in a training program to influence mobility?

When a juggler's act fails, the va-

rious objects he is attempting to balance in the air, fall to the ground.

Man's parts, however, are tied together. When these parts are held in poor balance, they do not fall apart as the objects of the juggler, but they fall on the bindings which tie the parts of the body together.

The bindings in man are known as ligaments.

If balance (posture) is good, the ligaments take no undue punishment. If balance is poor, the ligaments take a beating—they are made to carry the weight of the body.

This is not their purpose. They are designed to serve as guy ropes, or bindings. The skeletal structures are meant to carry the weight of the various parts.

Hence, bad balance punishes our ligaments. If this type of strain is carried too far, the ligaments produce discomfort, pain, and constant trouble. Therefore, let us examine further the essential nature and constitution of the ligaments.

Ligaments are composed of connective tissue. Whether this is a layer covering some organ of our body or an attachment to a bony prominence, it is the substance that determines the range of our movements. In athletic activity, the question of range of movement is most important, since practically all sports call for at least normal range of motion if not extended movement.

Another term used for connective sheathing or tissue is *fascia*. It is the most widespread tissue of the body, filling all corners and spaces, and covering the inner structures, just

as excelsior packing fills in spaces and covers fragile objects in a case of chinaware.

Each muscle fiber is encased in connective tissue, and every bundle of muscle fibers, forming the larger muscle unit, is also encased in connective tissue, which then extends and forms a tendon attachment to the bone.

When the fascia takes the form of a thick attachment, it is known as a ligament. This ligament must "give" in movement, just as excelsior in a packing box must "give" in transportation. The binding to the skeletal frame controls movement and must give with the arcs of motion.

The attachments with which we are mainly concerned when considering mobility are extremely tough structures. They consist of multiple layers of connective tissue, composed of parallel bundles of fibers woven in such an ingenious way by nature as to be able to take enormous strains and stresses. This is necessary because they take a daily jarring.

When subject to abuse, it is small wonder that they complain to us in the form of aches and pains.

What affects the mobility of the ligaments? We must examine further the nature of the ligamentous tissue. It has the quality of contractility as well as elasticity. The contractility phase persists throughout life, the elasticity phase does not. It decreases with age. The age-group that trainers deal with should be training with elastic ligaments, since the decrease phase does not ordinarily start before forty.

The fascial attachments have a tendency to temporarily shorten after a period of great activity followed by a period of inactivity. This explains the necessity for constant conditioning—even after the training season is over.

A small amount of conditioning is imperative to maintain elasticity. Notice how your athletes, upon returning to the training field, have to limber up with extensive stretching.

Dancers on tour must warm up before performances in order to be able to perform the abnormal arcs of motion in the dance. This function is impaired by even the short period of inactivity on a train.

It is this tendency of the ligaments to shorten that the individual must contend with in a conditioning program.

We have already mentioned two causes which shorten ligaments: Chronic bad posture where the ligaments carry the weight of the body instead of the skeletal system, and inactivity periods.

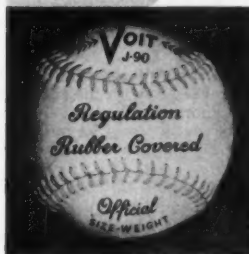
(Concluded on page 53)

PLAY BALL with **Voit**

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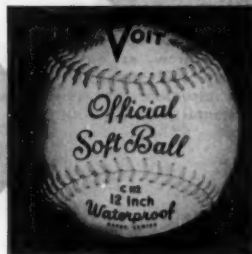
J90—Baseball—The ideal ball where durability is all-important for limited budgets. Being used by professional teams, must be right.



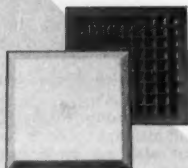
PB1—Official Pitcher's Box—Top quality white rubber. Detachable spikes. Spike locking nuts molded in bottom of box.



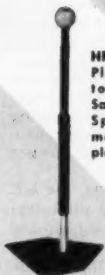
C112—Official Softball—Year after year, in millions of games, the C112 is the favorite. Improved again for 1951, it's the "best buy" in athletics. Kapok center.



SB1—Softball Bases—A new design in portable softball bases (including home plate). Suction design prevents slipping on gym floors, grass, asphalt or cement. Normal use should last ten years.



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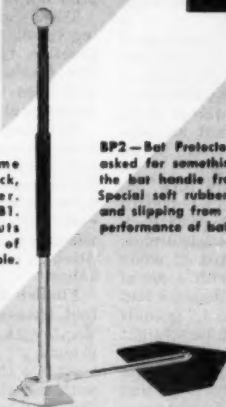
HP1—Official Home Plate— $\frac{3}{4}$ inches thick, tough white rubber. Same top quality as PB1. Spike locking nuts molded in bottom of plate; spikes detachable.



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America's Finest Athletic Equipment

By EDWARD J. ADAMS

Javelin Fundamentals



Recommended approach for the Finnish type of throw, as worked out by Dick Ganslen and Matti Jarvinen. Broken curve represents the new Finnish experimental throwing line.

MOST Americans believe that since the Swedes and the Finns have always dominated the javelin event, no other nation can ever hope to catch up with them.

This is defeatist logic, founded on a specious premise. While it's true that the Swedes and the Finns have a powerful tradition working for them, javelin throwing is an acquired skill. To become great in this event, an individual must learn the correct form, just as in any other activity.

There is no specific body type, although the tall athlete with a powerful throwing arm and strong leg and back musculature has a distinct advantage.

The javelin is constructed of wood (ash, hickory or birch) with a metal point. Measuring not less than 8.5 feet in length and not less than 1.7 pounds in weight, the spear should be straight and somewhat resilient.

I believe that the best type of javelin is a combination of the American and Finnish types. While the American shafts are superior in flexibility, the points are inferior to the Finnish type. With a Finnish metal point connected to the American wooden shaft, you can have a beautifully balanced javelin that will seldom fail to stick into the ground.

It may be said that the shot put is a thrust, the discus a whip, and the javelin a pull. This pull is exerted by a tremendous effort of the left side.

The complete throw consists of a series of skills—the grip, the carry, the

run, the cross-step, the throw, and the reverse. I will try to break them down individually.

Grip. The most commonly used method is the Finnish grip. It consists of holding the shaft at the rear edge of the whip cord binding, with the middle finger and thumb behind the cord.

The middle finger encircles the shaft and just touches the thumb, which is extended up the shaft. The first finger is also extended up the shaft, almost in line with the wrist.

Both the thumb and the first finger rest easily on the shaft to aid in balancing it. The javelin thus rests securely in the groove of the palm.

Carry. There are three common methods of carrying the javelin, namely:

1. The front carry with the point down.
2. The over-the-shoulder carry with the point up.
3. The underarm carry with the point up.

Run. The average run is approximately 85 feet. This distance should be used by beginners. As in the broad jump, checkmarks are used to denote when to increase the speed on the approach and when to go into the throw.

These spots may be marked by clothing (sweat suits) or, as is the common practice, by two or three ice picks. The first should be placed about 30 feet from the take-off board and the second eight strides farther out.

However, there is no set arrangement for markers. This varies with the individual. Each athlete should make the necessary adjustments until he hits upon the arrangement which suits him best. The action of the arms, including the carrying arm, should be synchronized as much as possible with the leg action.

Finnish Cross-Step. At one, the left foot strikes the ground straight forward, with the javelin parallel to the ground.

At two, the right foot hits the ground, with the stick down and back, while the body is dipped a little to get the stick into position.

At three, the left foot strikes the ground, pointed to the right. The body and the javelin always move in the direction of the throw, but as the stick is carried back into position, the body and legs are turned to the right.

On four, the right leg moves in front of the left and lands parallel to the scratch line.

The javelin has now been carried back almost as far as it will go. The left arm is fairly high to help carry

the right shoulder far back for the throw.

On five, the last count, the cross-step is finished and the left foot comes to rest on the ground, facing slightly to the right. A fast action now occurs in the coordination with the throw and the last step.

Throw and Reverse. On the step preceding the release, the body is inclined far backward. It is then pulled sharply forward with the right hip leading and the left side pulling strenuously. The long sweep and whip of the throwing arm act as a pendulum, with the snap of the wrist adding further speed to the release.

The throw is executed in the manner of a football pass; that is, over the shoulder with the elbow preceding the wrist. The javelin should always be in a straight line and parallel to the body.

After the shaft takes off, the body is quickly reversed, with the right foot landing in short hopping steps. These steps serve as brakes, keeping the thrower from going over the scratch line.

Training. A model training schedule may be set up as follows:

Monday: Jog a quarter-mile, do a few calisthenics, work out with sprinters (three or four 25-40 yard dashes), develop footwork.

Tuesday: Throw for form after a good warm-up. Use only three-quarter power, paying particular attention to checkmarks. Finish with a few starts and dashes.

Wednesday: Repeat Tuesday routine and attempt three or four hard throws, but still no maximum effort. Work over a few hurdles.

Thursday: Some speed work without the javelin, concentrating on footwork.

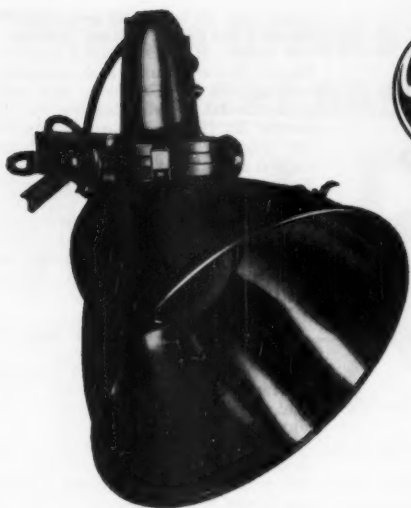
Friday: Rest.

Saturday: Competition.

The training and conditioning program for the javelin should definitely aim at the development of the upper body. Both push-ups and pull-ups are ideal exercises for this, since they involve the pectorals, shoulder girdle, and latissimus muscles.

The thrower should also concentrate on leg development, since he needs a fair degree of speed on the approach, to say nothing of leg drive in the execution of the release. Wind sprints, starts, and an occasional 220 should be taken to build up this essential speed.

Every tosser should begin throwing as early in the season as possible. The throwing arm must be developed gradually, and mastering good form is obligatory before any throws for distance are essayed.



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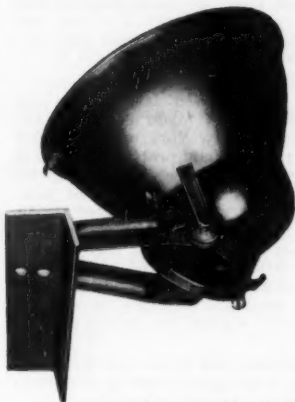
Heavy-duty service at lightest weight is yours with L-69's. Remember, they have simple one-bolt mounting, convenient beam-sight aiming . . . don't require any tools for initial positioning and maintenance . . . have favorite hand-toggle latches. The spun-on, impact resisting tempered plate glass won't break if struck by ball, keeps water, dirt, and insects out permanently.

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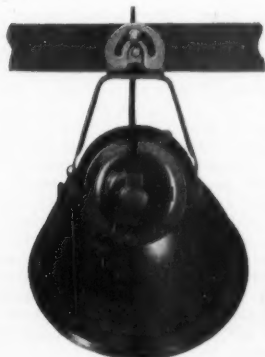
To put the right light in the right place, and to save installation time, the G-E Type L-69 floodlight can be aimed precisely—during the daytime—with the convenient beam sight.



To permit easy removal of particles in case of lamp breakage, the reflector tips over completely. No tools required.

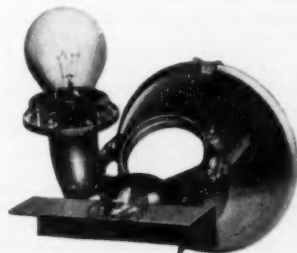


Exclusive L-69 features save time and effort in adjusting and servicing the light. Built-in wrench-type handle eliminates need for tools. Double clamping action holds against vibrations.



Relamping and cleaning is easy. Just flick hand toggle latches, clamp socket housing to trunnion bracket. Hands are free to service light, and reflector need not be disturbed for cleaning.

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GENERAL  **ELECTRIC**

451-163



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

TRAILING Philadelphia by a run in the eighth inning, Detroit put the first two men on base and then elected to bunt. Ferris Fain, the daring young Athletic first sacker, plunged in, grabbed the bunt, and threw to third. His throw eluded Pete Suder and the runner scored the tying run standing up.

"Dammittohell, Ferris!" snapped Connie Mack when the A's came in to the bench. "I don't want you ever to try that play again!"

Most of Mack's employees would have sat down and sulked. Not the high-spirited Fain. "What the hell did you want me to do with the ball?" he bellowed. "Eat it?"

"Well, by golly!" Mack yelled right back. "It's be a whole lot safer in your mouth!"

Crowding the bunter, incidentally, is one of Fain's favorite plays. He loves to charge in and cut the runner down at third. This was the first of his qualities that caught Mack's eye. The old gent was delighted—until he saw him throw. Well, what Ferris makes up in spirit, he lacks in accuracy.

According to Jimmy Dykes, Fain must have tried the old Hal Chase play a half-dozen times last summer. "And the best throw he made," reports Dykes, "hit a customer in the sixth row."

"Early this season," writes Berny Wagner, hoop coach at Wheatland (Cal.) Union High, "we were playing a nip-and-tuck game with a bitter rival. Feelings were running high, until the following incident cleared the air.

"Bill Hale, a Wheatland guard, drove in hard for a lay-up. His momentum carried him halfway through an exit under the basket. The oppon-

ent trailing him then pushed him the rest of the way through the door, locked it, and ran back into position. Everyone, including the officials, began laughing so hard that the game went on for several seconds.

"And there we were playing four men against five, with our fifth man frantically pounding on the door trying to get back in!"

As we reported last month, the Kansas quintet made a terrific impression in New York with their fine team play and odd practice of waiving all one-shot fouls. After beating St. John's, they trekked down to Kentucky and were slaughtered 68-39. One of the first things the New York coaches wanted to know was whether Phog Allen had waived his fouls as he had done in New York. To which a wit replied, "This time he shot the fouls and waived the field goals."

Old Rupp and Ready, the Kentucky coach, made a fine sporting gesture in that game. Adolph learned his basketball at Kansas, and he still has a deep admiration for Allen. When Clyde Lovelette, the 6-9 Kansan center, left the game on fouls after only eight minutes of the second half, Rupp promptly yanked his 7-foot star, Bill Spivey, and kept him on the bench for the remainder of the game.

How do you like that home-court victory record being chalked up by the Long Island U. basketball team? Last time we looked the Blackbirds had won their 135th straight home-court game. They haven't been beaten at home since 1937!

When Lefty Gomez was striking 'em out for the Yankees, he had a curious habit of dragging himself to the dugout after each inning's work. "Some day I'm going to beat you to the bench from right field," George Selkirk once told him.

One afternoon the opponents had

three men on base with two out. The batter lined one of Gomez' pitches to left center. It looked like a sure hit. Gomez threw a quick look around to size up the proper move, and happened to see Selkirk tearing for the bench. So Gomez began tearing for the dugout, too. They reached the dugout in a dead heat just as Charlie Keller made a spectacular catch out near the fence.

At this point, Joe McCarthy exploded. He leaped to his feet and screamed, "What'n hell's going on around here?" Gomez and Selkirk didn't tell him.

At a recent soccer game between Pavie and Bretagne-Armagnac in Toulouse, France, the referee called the two captains to the center of the field, and tossed up a franc to see which team would kick.

The Armagnac captain watched the spinning coin with open mouth. In fell the coin, and the surprised captain swallowed it. The game had to be held up while the coin-gulper was rushed to the hospital for an operation.

We wonder if that franc had any mustard on it.

Coach Ryland Milner was watching four of his Northwest Missouri State College football teams run through their plays prior to their opening game, when College President J. W. Jones came along and asked, "Where is your first team, Coach?"

Milner wryly answered, "They graduated, sir." (Relayed by Trainer J. Moon Mullen.)

All good things must come to an end—and that's exactly what has happened to the nation's oldest scholastic football rivalry. After 75 years and 85 contests, Norwich Free Academy and New London Bulkeley, of Conn., will play no more. A consolidation of all three New London high schools will absorb Bulkeley and from now on it will be Norwich Free Academy vs. New London.

The country's No. 1 high school rivalry got started back on May 12, 1875, and came down through the years with only two lapses, the first in 1906 and the other in 1918.

"Was there a high school passer in the land last season who out-statisticked Phil Harris of Garber (Okla.) High School?" queries Coach Verne D. Harris. "Phil, a 15-year-old sophomore, threw 124 passes and completed 94, for an astounding .760 percentage! His passes varied from quick shorties to 60 yarders (in air), and accounted for 1296 yards and 7 touchdowns.

"What makes his record all the more noteworthy is that it was compiled behind a young, green line. And it was typical of Phil that his best day was in a losing effort. Despite a 42-18 beating, he completed 13 out of 17 passes.

"Phil is quite a boy, and I am doubly proud of him—as his coach and as his father."

(Concluded on page 51)

POSTUM OFFERS NEW CHAMPION RATING CHART BASED ON THE FAMOUS West Point Tests



CUT OUT THIS PAGE

Post the Champion
Rating Chart Shown
On Reverse Side On
Your Bulletin Board

NOW—For Your Track and Gym Squads—

1. POSTUM Champion Rating Chart (on reverse side of this page) lists the 10 physical efficiency tests used by the United States Military Academy —
2. Shows the official West Point records — all established by the great Glenn Davis —
3. Gives the high school performance averages for these events —
4. Serves as an Honor Roll, for you to enter the records of your 12 best performers — thus stimulates all your athletes to try their skill and builds up keener competition.

Free To acquaint more young athletes with the advantages of *caffeine-free* POSTUM—advantages long recognized by coaches, trainers and top athletes—we offer twenty generous introductory samples of POSTUM, for you to distribute among your most promising track

and gym performers. Simply drop a card to POSTUM, Dept. SC-2, Box 362, Battle Creek, Mich., with your name, together with name and address of the high school at which you coach. Or, if you prefer, use master coupon on the last page of this magazine.

Take advantage of this offer now!

HERE ARE SCIENTIFIC FACTS:

Both coffee and tea contain caffeine. And caffeine is a drug, a nerve stimulant. So, while many people can drink coffee or tea without ill-effect—others can't! Particularly in the growing years, it is important to avoid caffeine. For it can

cause "coffee nerves," indigestion, sleepless nights.

POSTUM contains no caffeine or other drug—nothing that can possibly harm anyone!



"Football, like all other sports, requires IRON NERVES. But if you're a caffeine-susceptible like me, the caffeine in coffee can cause 'coffee nerves'! That's why, back in high school, I switched to POSTUM . . . it's entirely caffeine-free . . . helps keep the IRON NERVES you need!"



Glenn Davis, Army All-American
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And High School Performance Averages For These Events.**

Presented by POSTUM—The Ideal Training Table Drink

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Famous Trainers Recommend POSTUM

ROLLIE BEVAN—trainer of famous West Point athletes, says: "For record-breaking performances an athlete needs IRON NERVES! So it's smart to take no chances on 'coffee-nerves.' Caffein-free POSTUM is my recommendation to athletes for a hot mealtime drink."



HUGHIE BURNS—famous trainer of Notre Dame athletes, says: "Many big stars find POSTUM the ideal training table drink, because it can't arouse 'coffee nerves.' So, switch to caffeine-free POSTUM to keep the IRON NERVES you need for top performance!"



**Try POSTUM
made with milk—
it's delicious!**

(Continued from page 48)

That makes the fourth coach-son combination we heard of during the 1950 season. The others were the Blaiks of Army, the Russells of S.M.U., and the Louks of White Plains (N.Y.) High School. Oddly enough, each of the boys was a quarterback.

Isn't it funny the way some youngsters burst into full athletic bloom in high school and then go absolutely nowhere in college ball; while other boys can't do anything right in high school but wind up as All-Americans in college?

Take Paul Arizin, for instance. He couldn't make his high school team, yet he went on to become a unanimous All-American at Villanova and is now one of the great stars in pro ball. Know who his sub was at Villanova? It was the star of the high school team that Paul couldn't make!

And then there is "Tricky" Dick McGuire. In high school, Dick subbed for Dan Buckley and Ed Bartels. But at St. John's U. Dick was All-American while Buckley was his sub. And Bartels this year was cut off the N.Y. Knickerbockers while Dick was made captain!

The Hobart eleven is red in the face these days. They've just learned that John Kennedy, Union guard whom they picked on their all-opponent team, didn't even play against them!

Stop the Break

(Continued from page 26)

A definite system must be established for cutting in or shooting from the outside. If an outside man cuts in or follows up a shot, somebody must fall back and replace him.

Every player should be balance-conscious. If a man sees that his entire team has unconsciously worked in too deep, he should immediately drop back after a shot. Otherwise the team may be caught flat-footed by a quick pass up-court.

Still another way to tie up a fast-breaking team is by a close study of its patterns. Some of these patterns are quite inflexible, with one or two men always being the outlets for the initial pass. Once you know who these outlets are, it's a simple matter to have your outside men sneak over and intercept that first pass.

Two years ago San Francisco beautifully exploited this type of weakness in the City College (N. Y.) system. They had scouted City thoroughly and knew that the first pass in its fast break pattern invariably was up court and to the sideline. So the Dons' outside men kept edging over and stealing the outlet throws.

Your Teams
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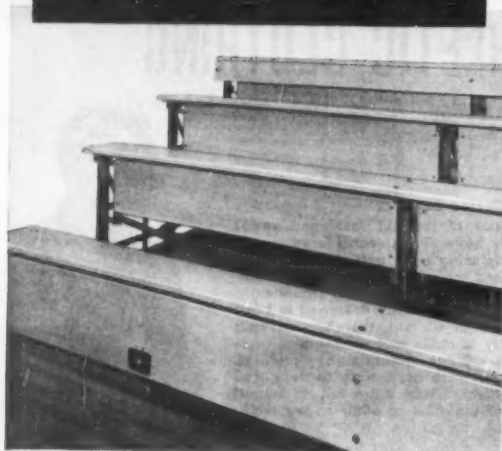
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Baseball Drills

(Continued from page 7)

ball and tosses to the pitcher covering first.

We want our pitcher to get to the bag fast enough to take the throw just the way a first baseman would. This eliminates the danger of the pitcher crossing the runner's path, and also enables the pitcher to take the throw in a stationary position. Thus there is less chance of the pitcher dropping the ball or missing the base.

Our catchers are continually being checked on basic techniques. Proper stance, the shifting of feet, and quickly getting the ball away require hours of practice.

We want our catchers to feel that every pitch is an important pitch in an important game. This makes the pre-season warming-up drills more meaningful. Bunt situations require some practice, and like all the other drills mentioned they can be accomplished inside during your spring training period.

We spend hours smoothing out our double-play combination. We work our players in pairs around a base. Three or four bases are set up, depending on the number of players participating. Actually very little space is required.

The approach, touch, recovery and throwing movements are repeated without the use of a ball. Later we work in a ball with each pair. Here they work for timing and finesse. You will be pleased with the results obtained from such fundamental drills.

A slogan with our club is, "If you can't bunt, you don't play." Skillful bunting is an essential for every member of our team. Several of our wins each season can be attributed to this weapon.

Often in high school and college ball, a bunt can spell the difference in those close games. Yet many coaches restrict their bunting practice to a quick demonstration and then the old standby, "Hit three and bunt one."

We regularly use our indoor area for bunting drills. We set batters in each of the four corners of the gym and have some one throwing at about three-quarter speed. Ten or 15 bunts each round helps furnish the boys with the practice they need. Be sure the ball is thrown hard enough for the drill to be worthwhile.

We feel that one or two sessions of indoor practice should be devoted

to base-running and sliding techniques. We use regular tumbling mats for indoor sliding practice, making sure the boys wear sliding pads or basketball shorts under a pair of old pants.

We continue to work on sliding whenever we can get outside in the early weeks of practice. Sometimes the ground is too soft for infield or outfield play, but the sliding pit can still be used. Correct sliding means fewer injuries and extra bases for your runners.

Our home-made batting tees are helpful both for indoor and outdoor practice. These batting tees have a wooden base, a pipe sleeve shaft, and a rubber hose tee. With this device, we check the stance, swing, and follow-through of our batters. This is a perfect method of demonstrating that a hard swing isn't essential for a well-hit ball.

If the weather permits, we sometimes take the tees outdoors and let the boys hit and field the balls. This serves a double purpose: During cold weather, the batter can get batting practice without anyone straining his pitching arm, and the fielders can get legwork retrieving the balls.

We do not contend that this replaces regular batting practice—nothing can. It is, however, a good device for diagnosing and teaching batting fundamentals.

Mobility Training

(Continued from page 44)

Furthermore, whenever a tear or actual injury to the ligaments is involved, the resultant immobility and formation of scar tissue results in tightening of the ligament. Proper mobility measures and stretching techniques must be applied.

Sudden chilling and drastic temperature changes may be responsible for sudden shortening of the ligaments. Certain diseases and glandular deficiencies may also contribute to excessive shortening of the ligaments; and these latter conditions call for medical guidance and diagnosis in carrying out treatment.

The trainer, however, must be conscious of all these factors in order to guide his program into proper corrective channels.

Since the healthy functioning of ligaments is fundamental in good body movement, it is necessary to understand the role of ligaments, their constituency, and the conditions which influence their functioning.

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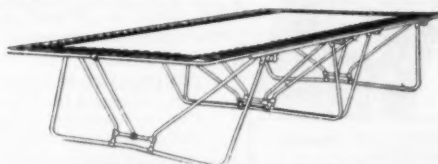
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New Books on the Sport Shelf

- **PROGRESSIVE BASKETBALL** (Revised). By Everett S. Dean. Pp. 271. Illustrated—pictures and diagrams. New York: Prentice-Hall, Inc. \$3.

ORIGINALLY published in 1942, this manual on how to coach and play basketball has been thoroughly overhauled and brought up to date. The Dean of Stanford is one of the most respected coaches in the business, an inspiring leader and keenly scientific teacher. And he holds nothing back in his book. He tells precisely how he teaches the game.

After outlining his own philosophy of coaching, he calls upon 19 famous coaches for their views on the subject. He then discusses coaching methods, describing how he compiles his statistics, charts, records, and other means of analyzing his squad and getting the most out of his players.

A chapter on conditioning and training follows, and Dean is now ready to delve into the actual mechanics of the game.

He covers the ground in four big sections. First he analyzes the fundamentals, next he dwells extensively on the dribble, then he goes into offensive basketball. He describes his own offense in full detail, including his three-man figure 8, fast break, zone attack, and methods for beating a pressing defense.

Defense comes next, and under this heading Dean expounds the individual fundamentals and drills for teaching them. Team defense is covered on six fronts, namely: team fundamentals, assigned man-to-man, shifting man-to-man, zone defense, pressing defense, and center-jump defense.

The book is concluded with sections on psychology and strategy, special problems, and preparation for the season. The latter section embraces a daily practice schedule, tournament play, scouting, and research.

This is an enterprising work, and Dean does full justice by it. He covers everything thoroughly, clearly, and "meatily," illustrating his analyses copiously with diagrams and specially posed action sequences.

It is a beautifully turned-out book, and every coach and player will be the wiser for studying it.

- **CONSTRUCTIVE FOOTBALL** (Soccer). By A. H. Fabian and Tom Whitaker. Pp. 150. Illustrated. Published in England. Distributed in U. S. by Soccer Associates. \$2.

THIS new book, written by an outstanding British player-school coach in collaboration with the secretary-manager of the famed Arsenal F.C., is designed for the player and spectator alike.

It is divided into three parts. The

first, Individual Skills, concerns itself with helpful hints, profusely illustrated, on the basic points of the game such as dribbling, trapping, passing, kicking, heading, tackling, and the throw-in.

The second part is called Combined Play, and here again pictures and diagrams prove extremely helpful in highlighting the analysis and the suggestions contained therein regarding tactics and how to play the game in varied situations.

The third part is titled General Remarks, and covers team spirit, training and treatment of injuries, care of the playing pitch and ball, and coaching. The text also includes interesting chapters on an appreciation of the sport, officiating, and the difference between amateur and pro soccer.

- **KNOW THE GAME, LAWN TENNIS.** Published for Lawn Tennis Assn. of England. Pp. 40. Illustrated—drawings and diagrams. Distributed in U. S. by Soccer Associates. 50¢.

WHEN it comes to attractive, colorful books designed to explain the rules and principles of tennis, this manual rates near the top of the class. A handy, concise booklet, fully illustrated with drawings and diagrams, it offers complete explanations of the rules, faults, fouls, and questions and answers regarding the game.

Everything is told simply for the novice, but it includes many interesting points for the advanced player as well. There are ample drawings to show the forehand drive, backhand drive, smash, forehand volley, and backhand volley.

This book, along with other Know-the-Game books on soccer, badminton, field hockey, rugby, and cricket, are very popular in Great Britain.

For full details on this book, as well as on Constructive Football, write to Soccer Associates, 10 Overlook Terrace, New York 33, N. Y.

SOCCKER ASSOCIATES of New York has been named the sole agent in the U. S. and Canada for a series of 16-mm. silent instructional sports film loops produced in Great Britain.

The various series cover lawn tennis, field hockey, soccer, basketball, rugby, gymnastics, swimming, life saving, track and field, women's track and field, golf, and table tennis.

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Leaflets containing full information may be obtained from Soccer Associates (address above).

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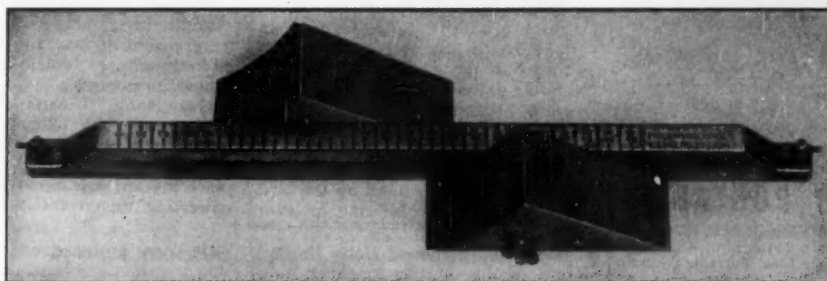
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"Here Below" Editorials

(Continued from page 5)

BLOCK THOSE CANNIBALS

THOUGH most football coaches make a pretty good buck, it can never compensate for the atrocities heaped on them by cannibalistic alumni and undergraduates.

This business of phoning the coach to tell him what a bum he is, of abusing his wife and kids, and of waving "Goodbye Harry" (or George or Larry) signs is a nauseating reflection on the mentality and good taste of a large segment of our football fans.

In at least 24 out of 25 instances, the abuse is completely unjustified. Practically every big-time coach is a master of his craft. Given the material and a reasonable schedule, he will produce a winner.

But this doesn't seem to be enough. Some coaches are expected to win them all, and woe betide them if they lose a couple of the big ones.

The loud mouths drove Harry Stuhldreher out of football, and now it is Bernie Bierman, Wes Fesler, and Blair Cherry. The last two followed the lead of Fritz Crisler in quitting when they were on top, but both had been subjected to abuse and both had been physically affected by it.

While football coaches may come a dime a dozen, the profession can ill afford to lose men of this high caliber.

Even a coach with the fantastic record of Frank Leahy cannot sit back and take a losing season philosophically. Though long recognized as one of the 14-carat geniuses of the game, Leahy wound up the past season—the first poor one he ever had—a sick man.

He actually blamed Notre Dame's poor record on his coaching, and observed that the parade may have passed him by. This, from a man with a record of 80 wins and only five losses for the nine previous seasons!

While Frank's illness stemmed almost wholly from a flagellant complex, indirectly it could be attributed to the pressure-packed atmosphere in which coaches are forced to labor.

One of the most heartening signs in the picture at large is the growing perspicacity of our athletic trustees. They are beginning to realize the unfairness of the coaching environment, and are exhibiting

their enlightenment in substantial fashion.

We refer to the unprecedented "life-time" contracts presented to Gen. Bob Neyland (Tennessee) and Charlie Caldwell (Princeton), the ten-year contracts extended to Herman Hickman (Yale) and Andy Gustafson (Miami), the new five-year pact handed to Eddie Erdelatz (Navy), and the whopping salary raise given to Leahy as attestation of Notre Dame's faith in him.

All of this is wonderful. Now if the muddle-headed pressure groups will also see the light, college football coaching can become a whole lot more tranquil and wholesome.

A CHEER FOR THE GRAY

OUR idea of a coach really worthy of the name is Jack Gray, basketball general at Texas U. One little act of his in Madison Square Garden cemented him forever in our scrapbook of big timers.

His team was playing Manhattan College. With two seconds to go and the score tied, a Longhorn dribble-drove for the basket. The referee blew his whistle. It was a foul—against Texas—for charging. The Manhattan player sank the free throw and the game was over.

We like to think what Gray said—while envisioning how other visiting coaches chase and berate the officials, scream like fishwives, and otherwise pop off.

Gray said, "I can't think of a harder job than officiating a basketball game. I didn't like that call at the end, but I can't think of any place a team gets squarer or better officiating than right here."

CHARACTER BUILDING

"CHARACTER building" is the butt of many a stale jest in the sports world, so that it gives us real pleasure to relay this excerpt from a letter recently sent us by Verne D. Harris, football coach at Garber (Okla.) High School.

It's a beautiful testimonial to the power that high school coaches have in implanting wholesome and desirable character traits.

Coach Harris writes: "During the past fall, I suffered the most embarrassing moment of my coaching career. It happened at the three-quarter mark in our district championship game.

"My fine center, Gary Adkins, all 134 pounds of him, was taking a terrific amount of punishment from a guard who tipped the scales at 192. Gary had one eye closed, a split lip and practically no skin on his nose.

"Though the officials had been warned about this guard, they failed to see anything off-color—except Gary's eye. My blood pressure kept rising until finally I couldn't contain myself. I called Gary to the bench and told him to lower the boom on that rough guard.

"The boy looked at me for a second and then replied, 'No, Coach, you never taught me to play that way.'

"You can imagine how small he made me feel. That was the first and positively the last time I will ever as much as insinuate the use of unfair tactics. As the old saying goes, 'We learn a little every day.'"

AMERICANISM IN ACTION

EVERY football season produces a herd-ful of heroes, and the past season was no exception. There were Janowicz and Rote and Foldberg and McFadin, any number of knights in shining armor . . . and some who wore no armor at all.

You don't have to perform miracles with a pigskin to be a football hero. A small act or a few simple words can contribute more of worthwhile importance to the game than a flock of long touchdown runs.

That is why we're saluting Dr. Hollis Edens, president of Duke University. Last fall he said something worthy of deep thought by anyone living in a democracy such as ours.

It seemed that the Pittsburgh eleven were bringing a Negro tackle down to Durham for their game against Duke. The atmosphere was kind of charged . . . until Dr. Edens swung into action. He said:

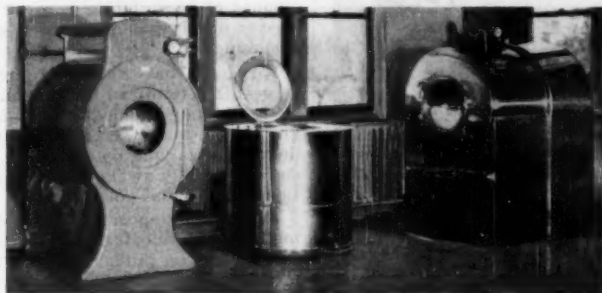
"Yes, we have heard that the Pittsburgh team has a Negro on the squad. When we schedule a team we, of course, expect to play on fair and even terms. The coaches of each team have the unquestioned right to play any eligible man they choose to play.

"We have neither the right nor the desire to ask a coach to restrict or limit his team's participation because of creed or color. Duke fans and students have a fine record of treating visiting teams courteously. We have every reason to believe that this record will be continued."

That, brother, is Americanism!

Dr. Edens is our football "man of the year."

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Distance Training Methods

(Continued from page 12)

distance in a practice session. On the other hand, we believe that a certain amount of hard, fatiguing work at specific distances is necessary in our program.

We feel that distance-running success is determined by the ability to withstand fatigue by training, and until a youngster goes through degrees of fatigue on the track he can never fully awake to a realization of his actual potential.

Fartlek, it appears, is a slower method of developing athletes; and for this reason probably is not the most effective method for us, where our boys must reach championship stature in a few short years.

Another point of difference in the two methods of training concerns itself with muscle development. The Swedes believe in soft muscle development, and running on soft springy surfaces tends to keep the leg muscles in that condition.

Americans, as mentioned, place the emphasis on speed work, and that just cannot be done as well on soft surfaces. This speed work naturally develops a harder muscle, which is all right with us so long as we can keep the boy relaxed.

You must sacrifice one for the other, and Americans prefer the speed while the average European prefers the soft muscle. Here again the different programs seem to dictate the training methods.

Fartlek definitely leaves a great deal up to the individual. It stimulates the runners into exploring and developing their own resources, and seems to be fine for mature men who must practice alone without teammates or coaches.

Men such as Wilt, Stone, and Twomey have turned to it in the last year or two, but it's possible that these men would be running just as well or better under their former methods with their present maturity and running experience. Fartlek, however, does seem to solve a problem for exceptional cases.

The Scandinavians also present a slightly different picture in style or form. The Swedes, for instance, allow a high rear foot kick-up and do not attempt to lift the lead knee any higher than necessary to allow the foot to clear the ground.

This, of course, differs from our idea of a "picture runner" with his high knee action and very little back-kick.

In actual practice, however, there seems to be little difference in the appearance of the better distance men of both continents. Our emphasis on speed work on the track tends to cause a higher knee action in the middle distances, but our long-distance men tend to resemble the Scandinavians. For instance, Don McEwen, of Michigan, one of our better two and four milers, looks very similar to the Europeans' long-distance men.

There's entirely too much concern over stride. Correction of major faults is necessary, of course, but to clutter a boy's mind with inconsequential details is a mistake. Most boys have a particular stride suited to them that makes them comfortable, and nine times out of ten it is also efficient.

Boys who do a great deal of long work usually find that it's easier to allow the rear leg to come through high. They also soon discover that the longer the race, the more necessary becomes the lower knee action and the resulting shorter stride. It is simply less fatiguing this way.

BUY AMERICAN

In summary then, it would seem to be a mistake to train our youngsters in European fashion.

We are faced with the problem of getting a boy to his peak at a much earlier age than is necessary in Europe. While such systems as Fartlek may be quite sound, they are designed for problems of a different nature, and only in isolated cases do they apply in this country.

America will probably never dominate the long-distance races because our national interest doesn't lie that way. We like the speed, the excitement, and the spectacular duels in the shorter races, and the average fan goes out for popcorn when they start a 10,000 meter race.

As long as this remains true, our better athletes will point for the shorter races, train with American methods and no doubt lose to the Europeans from 3,000 meters and up. And I for one am all for it.

(Ed. Note: Readers interested in a further study of "Fartlek" may refer to a series of two articles by Ken Doherty, Pennsylvania coach, in the February and March 1950 issues of *Scholastic Coach*.)

Bread Jumping

(Continued from page 30)

the only field event that imposes such harmful body treatment.

A "sighting mechanism" permanently painted on the take-off standard would be a great aid to the jumper as he commences his run. Its shape could be round or diamond, approximately six inches in size, with its exact placement on the standard being subject to experimentation. A light, contrasting color would be advisable so that the imprint of the foot will be legible.

The method recommended for measuring the actual jumping effort follows the present method of calibration, with a few exceptions. Instead of measuring from in front of the take-off board, as at present, the calibration commences at the extreme forward end of the foot imprint, where it is legibly recorded on the proposed take-off standard.

If the imprint is not clearly discerned, the competitor should be permitted to jump again.

There should be no such thing as a foul, save for an added propulsive push from the front edge of the take-off standard. If this push is deemed flagrant in the eyes of the officials, the competitor should be given another trial.

Shot Putting

(Continued from page 42)

the horse is of another color. Champions rise above the masses by the essence of their ability; thus, what may apply to a champion may not apply to an average performer.

On the score: practice emphasis on distance vs. perfection of technique, champions seem to be split. Some seem to be sitting on the fence, and perhaps this is the best position.

The contrast in practice habits is particularly conspicuous in pole vaulting. Don Laz, unofficial 15-foot vaulter (not unofficial in the eyes of we who measured the height), rarely strives for height in practice. On the other hand, Bob Richards (the second best vaulter in the event's history) always goes for the 15-foot mark in practice.

In the final analysis of practice emphasis on distance vs. technique, the answer seems to be a highly individualized matter, lying in the psychological and physiological makeup of the individual athlete.

In closing the author would like to express his deep gratitude to the men who responded so fully to this questionnaire. Without their help, this study would not have materialized. I hope studies of this nature will eventually cover every area of track and field athletics.



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A Form Study of Don Laz

(Continued from page 9)

He never knew from one jump to the other where he would be with respect to the box. He drifted from side to side on the runway, sometimes too far out, sometimes too close. He wavered in his run and was often off-balance at the take-off.

To work out his run, Don was asked to take a position facing back down the runway with both feet in position on his take-off mark. He was then instructed to run back down the runway 8-10 times. With track managers placed at several strategic positions, it was possible to get some left foot marks and average them out.

After the check marks had been approximated, he tried vaulting with these new marks at moderate heights (under 13'). This checking procedure was carried out for about a week before satisfactory markers were obtained.

He readily appreciated the significance of this correct run, for previously it had been impossible for him to concentrate on the pole plant and take-off when he was fumbling for his take-off position.

He now uses three marks. The first marker is where he stands. This is to make sure he uses the same length of drifting approach each time.

The second marker is some 30-40 feet toward the box, and furnishes a check on his early strides to show if he is striding fully. Under bad vaulting conditions, this is very important.

The third mark is some 50-60 feet from the box (Don runs about 150 feet) and gives a double check on his stride, but it is often unused. Like most vaulters, however, he finds this marker comforting in competition where the tendency is to press hard and over-run.

Laz's pole carry has attracted national attention. Despite the recognized inefficiency of his across-the-chest carry from a pure run-speed viewpoint, Don has made a major contribution to pole vaulting.

Since Don introduced this tactic at major carnivals, the spectators, for the first time in athletic history, have been able to see the vaulters from the left side of the runway. It is no longer necessary to hire an extra police guard and build rails to keep the runway clear of jay-walkers. This pole carry is unadulterated murder for dreamy-eyed officials.

Don started this pole carry in the dim dark past. Changing his carry made him less relaxed on the run, and the changeover, which was tried, was dropped for purely psychological reasons. Coaches must recognize idiosyncracies such as this and weigh their overall rather than their immediate effect on the man concerned.

Being tall, Laz is a natural swing vaulter. This natural pendular tendency he possesses plagues him in some ways but at the same time makes it easy for him to hold high on the pole.

In the beginning, Laz tended not to spring from the ground onto his pole. This delayed the rise of his center of body weight to the pole and made it difficult for him to convert his run (linear velocity) into upward (angular) velocity. His swing was too long and the centrifugal force he developed was so great that he did not have enough muscle to pull his legs up in time.

Don was instructed to jump forward-upward at the take-off, leading the action with his right knee (not his foot), and to try and get the feeling of going forward toward the pit and under the bar momentarily; then, to throw his head back and look upward as soon as his body came in line with or started to pass the pole proper.

RAISES 25" ABOVE GRIP

The standards were placed well back from the box. By throwing his head back in this manner, and pulling the feet inward and upward at the same time (rocking back so to speak), Laz was able to turn this high swing momentum into upward forward projection force and thus raise his whole body more than 25 inches above the grip of his highest hand.

The use of the head as a "couple", stemming from an understanding of gymnastics and diving, proved to be very effective for Laz and our other jumpers as well. Occasionally, Don would rock too soon and kill the forward speed of his pole, but this was corrected by going back to the idea of going more toward the pit at the take-off.

In this motion, Don also tries to lead his leg action with the right knee, first up and then back and across the chest in the turn. His

greatest difficulty then arose because of his desire to turn over too soon before the swing-up had been fully developed and the hips had risen above the shoulders.

This natural tendency to throw out his legs in the turn and kill the swing-up momentum has been disastrous on several occasions. This was revealed at the 1949 outdoor Big Ten Meet and the 1950 NCAA Meet, from films taken by the writer. In both cases, Laz was very lucky to clear 13'.

When Don executed the roll back properly in coordination with an upward spiralling turn, he found himself rising off the top of his pole with plenty of forward upward momentum—even trying at 15', as those who saw him at Ohio State and the Pacific Coast Meet can attest.

INCONSISTENCY IN TIMING

His failure to clear 15' consistently has been due principally to slight variations in his timing at the top, which make it difficult to get the standards adjusted perfectly, and not to his inability to get the necessary height with his body.

Don has been taught to eliminate the push-up insofar as possible. This does not imply that he does not push, but rather that it should not be a conscious or deliberate effort. If the preliminary swing-up movements are properly executed, the push develops as a natural concomitant.

Don's forward momentum is such that he lands in the middle of a 14 x 14 pit on even peak jumps, and in the back quarter of the pit on lower heights up to about 13-6. Don runs slower on heights under 13-6 as a general rule.

One absolute rule is adhered to in practice. When the vaulting is going badly, practice on the vault itself is immediately stopped. It appears that on some days vaulters just do not coordinate, and we do not want to groove bad habits. The athlete can fruitfully spend this time running or high-jumping, and come back to the vault a day or two later completely refreshed.

Occasional faults which give Laz trouble and bother many other vaulters from time to time are as follows:

1. Wavering in the run, cause unknown. Sometimes appears in competition when athlete is fatigued.

2. Failure to roll back on the pole far enough at peak height . . . too anxious to clear the bar and throws risen out in turn. Snapping head



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back after take-off works well on this.

3. Running too fast for moderate heights, resulting in too much swing.

4. Forgets to raise hand-grip sufficiently when leg drive is strong, and lower the grip when running conditions are poor.

With improved form, Laz raised his grip from 12-10 on the pole (measured to the top of the right hand from the end of the pole) to 13-7 in 1950. This with a steel pole . . . Don sometimes sacrifices skill for speed and pays the penalty.

5. On low heights, tends to over-lean at take-off and lands in left side of pit due to staggering in last three strides.

6. Rarely leans to the right, which would mean a failure to shift body weight over take-off foot.

7. He has, on occasion, gotten rattled in competition and failed to analyze the faults of his previous vaults to make the necessary corrections. Result—disaster!

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Already clearing 13-8 in practice, Don should have a good season in 1951. From football and captaincy of his high school basketball team, Don has developed into one of the greatest college vaulters of all time while still only 20 years of age. He has only begun to mature physically, but it is feared at this writing that his imminent Army Induction (June 1951) may greatly handicap his opportunity for a 1952 Olympic berth.

In closing, it may be appropriate to observe that Don Laz is human. He has off-days like any other athlete. He does not like them, but it has given him a deeper appreciation of how much he does not know about pole vaulting, and always makes him work doubly hard for the next meet.

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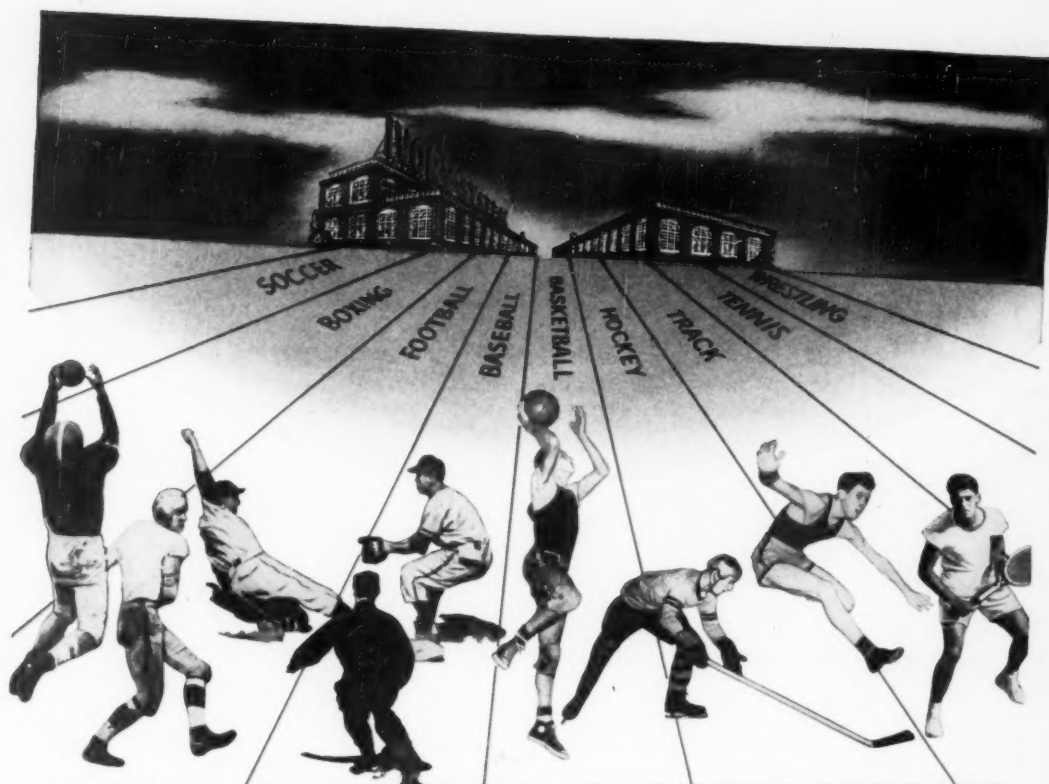
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reconditioning service,

WHAT DO YOU BUY...INSURANCE OR PRICE?

On January 10, 1951, while relaxing after a strenuous day in the office, we received a phone call from an I. S. watchman saying he could smell smoke, but was unable to locate the source.

In a question of minutes, we were at the I. S. Our foremen, the A. D. T. and the Fire Department arrived quickly... only to find a ¼ H.P.

motor overheated and smouldering.

Not the slightest damage was done... except to a small dry room ceiling fan, with an overhead asbestos cover. That's I. S. protective service for you! We've never had an athletic equipment damaging fire... in fact, any fire in the above shown, fire-protected shops.

The Ivory System is in a Class by Itself!



PEABODY, MASSACHUSETTS



RECONDITIONERS OF
ATHLETIC EQUIPMENT